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THE TEACHING OF ITALIAN IN THE UNITED STATES, A DOCUMENTARY HISTORY.

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THIS STUDY IS DESIGNED TO GIVE A WELL-ROUNDED AND CONTINUOUS HISTORY OF THE TEACHING OF ITALIAN IN THE UNITED STATES. AFTER PRESENTING A BRIEF PICTURE OF EARLY BRITISH INTEREST IN ITALY AND ITALIAN, THE REPORT TRACES THE CONSEQUENT DEVELOPMENT OF THE STUDY OF ITALIAN IN THE STATES FROM THE COLONIAL PERIOD TO THE PRESENT DAY. AREAS DISCUSSED IN OUTLINING THIS HISTORICAL DEVELOPMENT ARE (1) LANGUAGE KNOWLEDGE AND STUDY DURING THE COLONIAL PERIOD, (2) PRIVATE INSTRUCTION FROM 1775 TO 1861, (3) THE 19TH CENTURY ITALOPHILIA OF THE AMERICAN INTELLECTUAL ELITE, AND (4) THE STUDY OF ITALIAN IN ACADEMIES FROM 1820 TO 1860. MORE THOROUGH DESCRIPTIONS OF ITALIAN STUDY AT THE ELEMENTARY AND PUBLIC HIGH SCHOOL LEVELS AND IN THE COLLEGES AND UNIVERSITIES INCLUDE LISTS OF SCHOOLS OR INSTITUTIONS WHERE STUDENTS HAVE BEEN REGISTERED IN ITALIAN COURSES. AMONG THE ITEMS THAT CONCLUDE THE DOCUMENT ARE ACCOUNTS OF FOUR PROFESSIONAL ORGANIZATIONS FOR ITALIAN TEACHERS, TWO SPECIAL COURSES IN THE LANGUAGE, AND OPPORTUNITIES FOR STUDY IN ITALY. THIS DOCUMENT IS AVAILABLE FOR $6.00 FROM PROFESSOR JOSEPH LAGGINI, SECRETARY-TREASURER OF THE AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN, RUTGERS UNIVERSITY, NEW BRUNSWICK, N.J. 08903. (AB)

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JOSEPH G. FUCILLA

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AMERICAN ASSOCIATION
OF TEACHERS OF ITALIAN
NEW BRUNSWICK, NEW JERSEY
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PREFACE

The first of the histories of modern languages in this country is Professor Charles Hart Handschin's *The Teaching of Modern Languages in the United States,* which was published by the U.S. Bureau of Education (Washington, D.C., 1913). It is a brief but original piece of research which concentrates on French and German, says very little about Spanish and even less about Italian. In other words, the title is a misnomer. A more appropriate name for the study should have been *A History of the Teaching of French and German.* It was followed by Professor E.W. Bagster-Collins' *History of Modern Language Teaching in the United States* (New York, 1930), which avowedly draws a good deal from Handschin but extends the discussion to 1930. As might be expected, in it, too, what can be learned about Italian is slight. Much more informative is the 63-page " Historical Section (1779-1934) " in Bruno Roselli's *Italian Yesterday and Today* (Boston, 1935). On the colleges he gives adequate details for Columbia, New York University, Harvard, Brown, Bowdoin, Yale, Santa Clara, but is sketchy and lacunose as to other institutions of higher learning. Though quite a few of the dates on the year of the introduction of the language in a given college are in need of rectification, Professor Roselli has been able to establish the correct date for the majority of those he lists. It is his most important contribution to his book. He barely dwells upon the study of Italian in the early secondary schools and as to their recent history gives us little more than can be learned from the *Reports of the Italian Teachers' Association.* What he has to say on the teaching of elementary Italian in the religious schools is brief but useful. The educational material in Giovanni Schiavo's *Four Centuries of Italian American History* (New York, 1954) has been helpful for some details on schools established by Italian immigrants.

Among the studies on the teaching of Italian during the late eighteenth and the first half of the nineteenth century a number of fine contributions have been made by Professor

Emilio Goggio and Professor Howard R. Marraro, of which I have availed myself in several sections of this monograph. The *Annual Reports of the Italian Teachers' Association* have been invaluable for the period between 1922 and 1938. Other materials that have been utilized are two articles by Prof. Michele De Filippis on Italian at the University of California, Professor Goggio's article on the University of Toronto, Professor Herbert H. Golden's sketch of La scuola italiana di Middlebury, Professor J. Chesley Mathews' data on some of the notable American writers who have studied Italian, Mrs. Piccirillo's manuscript notes on the history of Italian at the University of California and some news notes that have appeared in *Italica* from time to time.

Though these studies and comments deserve our warm appreciation they, of course, could not if pieced together result in a well-rounded and continuous history of the teaching of Italian in the United States. This is what I have attempted to do and it explains why I have gone to primary sources of information for the great bulk of my subject matter. I have done a very substantial amount of personal investigation, but in view of the extensive geographical and chronological range of my study, I have had to call upon numerous individuals for assistance—a veritable legion of college archivists, curators, registrars, librarians and reference librarians in college, state, city libraries and historical societies. Most of them have responded graciously to my requests, sometimes repeated requests, for data. Among my colleagues Paul F. Bosco, Joseph M. Carrière, Salvatore Castiglione, Florindo Cerreta, Mrs. Catherine Feucht, Anthony Gisolfi, Emilio Guerra, Robert A. Hall, Jr., Nancy Jo Harrison, Nicolae Iliescu, A.B. Masella, Robert Melzi, Elizabeth Nissen, Josephine Bruno Pane, Angelina Pietrangeli, Olga Ragusa, Cecilia Ross and Aldo Scaglione have given precious time searching for information on the schools with which they are connected, and in several cases on the educational institutions in the cities and states in which they reside. Special thanks are due to my wife, Reba Ann, for her assistance in reading the proofs and in typing my manuscript in its various drafts and in its final form, and to Miss Marjorie Carpenter, inter-library loan librarian at Northwestern University, for the unfailing solicitude with which she handled my numerous requests for loans of books, theses and microfilms.

The critics that have read my manuscript have been Vincent Cioffari, A. Michael De Luca, Emilio Goggio, Herbert H. Golden, Archibald T. MacAllister, Howard R. Marraro, Antonio Pace and Joseph Rossi. Their suggestions have been extremely worth while and where feasible a number of them have been incorporated into this study. They and all the other collaborators deserve their share of credit and my gratitude in helping to mould my history in the form in which it is here presented.

Finally, by means of the huge mosaic of facts that I have put together, I hope that I have convinced even the most skeptical that, as a modern foreign language, the study of Italian has had a very honorable place in the educational history of our country, a place which lovers of Italian culture can view with considerable satisfaction.[*]

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[*] Note: This history is the result of a decision made at the Annual Business Meeting of the American Association of Teachers of Italian in Dec. 1963 during the presidency of Professor Alfred Iacuzzi. The project was submitted to and and approved by Professor Donald D. Walsh, Director of the MLA Foreign Language Program.

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under provisions of Title VI, Public Law 85—864, as amended, Section 602.

CHAPTER I

THE ENGLISH BACKGROUND

Since Chaucer there has always been a strong pro-Italian tradition in England. This naturally re-appeared in the old Anglo-American Colonies and continued to condition the responses of the cultivated American public throughout a considerable part of the nineteenth century. Starting with the period of the Renaissance, let us see briefly what this background was.

It is generally conceded that from the standpoint of its impact on society Castiglione's *Cortegiano* (1528) is one of the greatest books ever written. The Italian *uomo di virtù,* the French *honnête homme,* the English gentleman and the Spanish *caballero,* all of them are patterned after the ideal courtier meticulously described in it. In chapter XXVII of Book II Castiglione advises the courtier to acquire the knowledge of different languages, " especially Spanish and French," the two most important languages of the time in addition to Italian, to be used at court and as a means of cultivating closer international amity and understanding.

This was one of the earliest and most influential statements favoring the learning of modern languages as an essential part of the education of an individual.

The treatise not only provided the needed stimulus for learning the modern tongues, but outside of Italy it also served as a language text. " For generations *The Courtier* was, so to say, the classic of the courtier's life. It was a book for which it was worth while for the noble to learn Italian. Many probably have learned what they knew of Italian from its perusal." [1] In such cases the language was learned by a comparison of the original with the translation. For example, Thomas Hoby's translation was used either separately or in the tri-lingual edition in Italian, French and English also prepared by Hoby and published in

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[1] Cf. Foster Watson. *The Beginnings of the Teaching of Modern Subjects in England.* London, 1909, 458.

1588. Later, in 1727, an A.P. Castiglione, a self-styled descendent of Baldesar, produced in London a parallel translation in English and Italian.

It happened that the new modern language vogue coincided with a long period of violent religious persecution on the continent which brought to England a large number of Protestant refugees from France, the Lowlands and Italy, many of whom were enabled to earn their livelihood as teachers of French, Italian or both. Among the prominent Italians who settled in the island-kingdom after the establishment of the Inquisition in Italy in 1542 was Michael Angelo Florio, who became pastor and preacher in the Italian Church in London in 1550 or 1551. There, as Roger Ascham notes in his *Scholemaster* (1570) gathered a number of Italianate-Englishmen who " cum thither to heare the Italian tongue naturally spoke, not to heare God's doctrine trewly preached." Two of Michael Angelo Florio's pupils were the unfortunate Lady Jane Grey (who was beheaded in 1554 because she had taken part in the rebellion against Mary Tudor's Spanish marriage), and the great literary patron of the day, the Earl of Leicester.

Liberal religious opinions may also explain the English residence of Petruccio Ubaldini, the Florentine historian. He was in the country from 1545 to 1553 in the service of young Edward VI, probably as his tutor. When the king died in 1553 he went to Venice, but in 1582 he was back in England, " married an English wife, taught Italian, wrote poetry, illuminated and translated manuscripts, composed several accounts of historical events, published the first Italian book to be printed in England, and lived in comparative poverty and good reputation almost as long as the Queen herself." [2]

The real establishment of the teaching of Italian in England was, however, accomplished by Michael Angelo's son John. He entered Magdalen College, Oxford, in 1581 and is said to have taught Italian there. " He [John Florio] was in all respects one of the most learned and prodigious scholars of the Renaissance. We need only glance at his contemporary reputation in order to judge in what high esteem he was held. He was patronized by the Earls of Leicester and Southampton; he was an official 'Groom of the Privy Chamber,' reader in Italian to Prince Henry and tutor to Princess Elizabeth, afterwards Queen of Bohemia; he numbered Sir Edward Dyer, Fulke Stephen Gosson among his pupils; his words were prefaced with commendatory poems by such men as Samuel Daniel, John Thorius, and Matthew Gwinne; he was a friend of Ben Jonson, Nicholas Breton, Richard Hakluyt, Theodore Diodati, Gabriel Harvey, Edmund Spencer and Giordano Bruno. This imposing list of great Elizabethans may serve to indicate the conspicuous place Florio occupied in the intellectual circles of his day."[2]

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[2] See John L. Lievsay. *The Elizabethan Image of Italy*. Ithaca, N.Y., 1964, 7.

John Florio's first printed text was *His firste Fruites: which yeelde familiar speech, merie Proverbs, wittie Sentences, and golden sayings* (London, 1578). It is a series of dialogues dealing with daily life in London leavened with a good deal of moralizing. It was followed by the *Second Frutes, To be gathered of twelve Trees, of divers but delightsome tastes to the tongues of Italians and Englishmen. To which is annexed his Gardine of Recreations, yielding six thousand Italian Proverbs, Ital. and Eng.* (London, 1591). It was intended to appeal primarily to the intellectuals and in content and treatment belongs to the courtier literature that was flourishing at the time.

Shakespeare, like so many of his contemporaries, must have learned the languages he knew from manuals of the type produced by Florio, which he indirectly utilized in his plays. "There is convincing evidence... that Shakespeare was particularly influenced by the *First Fruites* and *Second Frutes* of John Florio. He remembered their conversational techniques, the method of using proverbs in colloquial speech, their witty sayings, syllogisms, philosophical reasonings, and their author's opinions on various subjects. Shakespeare's knowledge of Florio's language books is reflected in his works in many ways; his knowledge of other dialogue manuals is not as evident in as many specific instances, but they probably had similar influences." [4] Somewhat clearer and more concrete is the influence of these two books upon Florio's friend, Ben Jonson.[5]

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[2] Quoted from R.C. Simonini, Jr. *Italian Scholarship in Renaissance England*. Chapel Hill, N.C., 1952, 55-56. See also A. Lytton Sells. *The Italian Influence in English Poetry*. Bloomington, Ind., 1955, 92-95.

The last of Florio's publications is *A Worlde of Wordes: a most copious and exact Dictionarie in Italian and English* (London, 1598), a work which contains 46,000 definitions that on account of the fullness of their treatments constitute an encyclopedia as well as a dictionary. In 1611 under the title *Queen Anna's New World of Words* the number of definitions was augmented to 74,000. Though a very recent study by Prof. De Witt T. Starnes, "John Florio Revisited," in the *Texas Studies in Literature and Language*, VI (1965), 408-12, has shown that the dictionary is not quite as original as has been supposed, it nevertheless stands as a monumental undertaking.

As a writer of Italian language texts Florio had several predecessors. The first of them was William Thomas who in 1550 published the *Principal Rules of the Italian Grammar, with a Dictionarie for the better understandynge of Boccace, Petrarcha, and Dante* (second and third editions, 1562, 1567). The seeming archaism shown by Thomas in his choice of models mirrors the situation in Italy where he lived for five years at a time when a new vernacular humanism was beginning to emerge with the recognition of Italian as an independent literary language on parity with Greek and Latin. In the disputes on the *Questione della lingua* Bembo and the purists had won the contest. The Cardinal had published in 1525 the *Prose della volgar lingua*, one of the very earliest grammars compiled in accordance with the new literary tastes in which the language of Petrarch and Boccaccio was set up as the standard language to be used in writing.[6] Florio's grammar is, incidentally, modelled on the *Prose*. Dante was added as a model by Thomas because he appears prominently in the earliest dictionaries of Italian by

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[4] Simonini, 103.

[5] See Simonini, op. cit., 103-09.

[6] Though Leon Battista Alberti had preceded Bembo, the latter apparently did not utilize him in his *Prose*, nor does it appear that the Alberti treatise was known to others. See *La prima grammatica della lingua volgare. La grammatichetta vaticana. (Cod. Vat. Reg. Lat. 1370)*. A cura di Cecil Grayson. Bologna, 1964.

Accarisio and Alunno which he acknowledges as two of his sources. Thomas is also the author of a remarkably fine *History of Italy* (1549), unquestionably the best English account of any foreign nation written before the seventeenth century. The most extensive study on this colorful figure is by Sergio Rossi—« Un italianista nel Cinquecento: William Thomas » *Aevum*, XL (1966), 281-314.

Another early Italian text by an Englishman is Henry Granthan's translation of Lentulo's Latin grammar, *La grammatica di M.S. Lentulo...* (London, 1575, 2nd ed. 1587), which he prepared for the daughters of Lord Berkeley whom he tutored.

David Rowland is the translator of *A Comfortable Ayde for Schollers, full of variety of sentences, gathered out of an Italian author, (intitled Specchio de la lingua Latina)* (London, 1578). In its Preface he states: « Once everyone knew Latin and from Latin Italian was learned, and now Italian is as widely spread. »

More important and more active as a teacher was Claude Hollyband or De Sainliens or à Sancto Vinculo, a French Huguenot refugee who settled down in London in 1564, where he taught languages for more than forty years. Before writing his Italian manuals Hollyband had composed *The French Littleton* (London, 1566) and *The French Schoolmaister* (London, 1575), both of which went through numerous editions. His method of combining grammar and dialogue was an important innovation in the field of modern languages and it was applied by him in his *The Pretie and Wittie History of Arnalt and Lucinda, with certain rules set foorth for the learner of th'Italian tong* (London, 1575) and in the revision in which the contents of *History...* are reversed. A third manual by him, the *Campo di Fiori or else The Flourie Field of Fowere Languages. For the furtherance of the learners of the Latine, French, English, but chieflie of the Italian tongue* (London, 1583), was intended to appeal to the rather large polyglot school of individuals during the Elizabethan period. Whereas Florio had catered to the aristocracy in his attempt to teach courtly speech, Hollyband appealed to the masses in his stress of colloquial expression.

A contemporary and friend of Hollyband is Alexander

Citolini, philosopher and poet, mentioned by Giordano Bruno in *La cena delle ceneri* because in 1583 he had been set upon and wounded by a London mob. He is the author of a well known letter in defense of Italian (Rome, 1540 and *Tipocosmia o il mondo ridotto ad un luogo solo* (Venice, 1561). Citolini had been forced to leave his native Italy on account of his heretical opinions. After some residence in Germany he settled down in England where he taught Italian and wrote a pretentious *Grammatica italiana.*[7] Hollyband in the preface of his *The Pretie and Wittie History of Arnalt and Lucinda* suggests that anyone wishing to acquire a more perfect knowledge of Italian " should resorte to a Grammar set foorth by Alexander Citolini, where he may see as in full sea, the full and whole skill and use of the same tongue and all the difficulties and points of the same plainly shewed and taught." The only evidence of the existence of the grammar is the manuscript in the British Museum, which has led to the conclusion that it was never published. However, since Hollyband refers to it as material accessible to the public it is certain that though traces of it have disappeared, it must have circulated in print at this time, c. 1575.

Religious unorthodoxy accounts also for the presence in England of Giacomo Castelvetro, nephew of the famous dramatic theorist Ludovico. Having left his native Modena in 1564, he was in England in 1574, and the following year accompanied John, the eldest son of Sir Roger North of Kirtling in Cambridgeshire, on a two year tour in Italy as travelling tutor. Since there were family matters in Modena that required his presence he did not return with his ward. However, in 1580 he was in London, where he made the acquaintance of the printer, John Wolfe, the most important producer of Italian books in Elizabethan London, for whom he edited at least eight books, among them Tasso's *Aminta* and Guarino's *Pastor fido.* The deaths of his intimate friends and patrons, Sir Philip Sidney, Sir Francis Walsington and Sir Christopher Hatton must have had a considerable influence on his decision to leave London in

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[7] See L. Fessia. " Alessandro Citolini esule italiano in Inghilterra, con documenti inediti." *Rendiconti del Reale Istituto Lombardo di Scienze e Lettere,* LXXIII (1939-40), 213-43.

1592. Accordingly, he solicited and obtained the favor of James VI of Scotland to become his and the Queen's "Schoolmaster for the Italian Tongue." He was still in Edinburgh in 1594. Venice became his residence for a while possibly as early as 1599 and there he taught Italian to members of the English Embassy headed by Sir Henry Wotton and their English guests. In 1613 he was back in England and in the Spring of that year was already functioning as tutor in Italian at Cambridge University. In his teaching he used his own conversation manuals of which incomplete drafts have been preserved in Trinity College Library. In 1614 he had moved to Oxford and back to London where he died in 1616. The late Kathleen Teresa Blake Butler concludes her rather extensive study of this Italian, "Giacomo Castelvetro: 1546-1616." *Italian Studies,* V (1950, 39-40), as follows: "He and Florio were contemporaries, though Castelvetro was the senior by seven years. Different as they were in most respects, they were both much more than mere language teachers, though it was no doubt largely through their Italian teaching that they helped to spread a knowledge of Italian customs, thought and literature in England. Florio was an anglicized Italian, whose English prose bears comparison with that of the best of his contemporaries. Castelvetro who travelled far and wide in the intervals of his long residences in England, always thought of his 'bella et civile Italia' as his real home, and perhaps knew too many languages—French, German, Spanish and English as well as Greek and Latin—to write any but his own really well... Yet when one considers his many-sided interests—literary and linguistic, political, historical and theological, semi-scientific and practical; when one remembers too his activity, not only in distributing Italian books in England, but also in editing and publishing some of them in London, one feels that just as Oxford has every reason to take pride in her first recorded teacher of Italian, John Florio, so Cambridge—to put it as temperately as possible—has no cause to think poorly of hers. For Castelvetro was the first in Cambridge about whom we have any information. Of a predecessor: the 'Italian Maister' who in 1580 was giving lessons to Gabriel Harvey and his little brother and who from 'playne John,' rechristened the young pupil into 'il mio piccolo Giovanni Battista,' not even the name has come down to us."

At the threshold of the new century John Sanford or Sandford, student, chaplain and tutor at Oxford, wrote an *Italian Grammar* (London, 1606), which has the virtue of being based upon authorities on Italian grammar, Ludovico Dolce and others. Benvenuto Italiano, very likely a religious refugee teacher, soon followed with *The Passenger* (London, 1612), a series of dialogues intended both for the English traveller to Italy and for training in " the courtly graces."

A more significant contributor to the diffusion of Italian culture in England was Giovanni Torriano whose first published work is a small volume entitled *New and Easie Directions for Attaining the Thuscan Italian Tongue* (London, 1639), primarily consisting of rules on pronunciation and accentuation. It was followed in 1640 by a grammar-dialogue manual: *The Italian Tutor or a New and most Compleat Italian Grammar.* As Professor Simonini, op. cit. 77, has observed, " The method developed here marks a significant advance in Italian pedagogy in the Renaissance. For the first time we see an effort made to relate the principles of grammar to the practice of the dialogues [the second part of the book]. It became customary in subsequent modern language text-books to correlate exercises and short readings with particular lessons of grammar. Such a learning technique has proven so successful that its employment today is still considered sound language pedagogy." In 1657 Torriano published *Della Lingua Thoscana-Romana. Or, An Introduction to the Italian Tongue... also A new store House of proper and choice Dialogues Most Useful for such as desire the speaking part, and intend to travel into Italy or the Levant.* As business with the Levant had now assumed a major role in British commerce it was advantageous to learn Italian, the *lingua franca* of the Mediterranean.[8]

Following a period of study in England, mostly tutoring, many of those interested in Italian in the sixteenth century went to Italy to complete their education either by attending her institutions of learning—Bologna and Padua—or by independently absorbing her cultural treasures. Like the great Thomas Linacre who had studied there from 1487 to 1499 they, too, considered Italy as the " alma mater studiorum." Even after Italy by mid-seventeenth century had surrendered her literary hegemony to France, her artistic and archeological appeal and still unchallenged scientific supremacy continued to draw a steady flood of Englishmen.

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[8] It will be remembered that the noted engineer Sir Robert Dudley had dredged Leghorn and turned it into a great seaport with an English colony of such a considerable size that an English traveller, Francis Mortoft, on stopping there in 1658 was led to declare that " the Marchants... have

Soon thereafter the Grand Tour became fashionable in England with Italy as the highlight of the extended journey. For most of the tourists it was primarily a pleasure trip but in the classic land south of the Alps pastime did not preclude a lively interest in cultural matters. Joseph Addison in the Preface of the most popular of the scores of travel-books then in circulation, his *Remarks on Several Parts of Italy &c. In the Years 1701, 1702, 1703* (London) enumerates for his countrymen the various benefits they might expect to derive from an Italian sojourn. " There is certainly no place in the world where a man may travel with greater pleasure and advantage than in Italy. One finds something more particular in the face of the country, and more astonishing in the works of nature, than can be met with in any part of Europe. It is the great school of music and painting and contains in it all the noblest productions of statuary and architecture, both ancient and modern. It abounds with cabinets of curiosities, and vast collections of all kinds of antiquities. No other country in the world has such a variety of governments, that are so different in their constitutions and so refined in their politics. There is scarce any part of the nation that is not famous in history, nor so much as a mountain or river that has not been the scene of some extraordinary action." [9]

New generations of tutors now replaced the old and new

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a very convenient place to meete in, where one shal hardly meete with any but English men." Quotation comes from *Francis Mortoft: His book*. (Letts edition, London, 1925, p. 48).

[9] In connection with travel in Italy at this time see the informative book by P.F. Kirby. *The Grand Tour in Italy: 1700-1800*. New York, 1952.

textbooks were made available to the travellers. The famous lyricist Paolo Rolli (1687-1763), who lived in England from 1715 to 1744, gained fame as a private teacher counting among his pupils the children of George II and many members of the nobility. He was followed by Giuseppe Baretti, friend of the painter Reynolds, the actor Garrick and intimate of Samuel Johnson. Rolli did not publish any textbooks but Baretti, on the other hand, provided the Britishers with several of them: the extremely popular *Dictionary of the Italian Language. To which is added an Italian and English Grammar* (London, 1760), *A Grammar of the Italian Language with a copious praxis of moral sentences. To which is added an English Grammar for use of the Italians* (London, 1762), *Easy Phraseology for the use of Young ladies, who intend to learn the Colloquial part of the Italian Language. With a preface by Samuel Johnson* (London, 1775). Preceding these are two works by Ferdinando Altieri—a *Dizionario italiano inglese* (London, 1726), and a *Grammar of the Italian Language* (London, 1755, 3rd ed. 1777). Among other eighteenth century Italian texts issued in England that might be mentioned is Evangelista Palermo's *The Amusing Practice of the Italian Language* (London, 1779) which informs us that "The first part contains a choice collection of humorous stories, bon mots, smart repartees and both in Italian and English. The second part contains some stories in Italian only for learners to translate into English. The third part contains only some very pretty novels in English only to be translated into Italian." It happens to be the first reader in the language printed in the United States, New York, James Rivington, 1782.

Interestingly, Italian seems sometimes to have penetrated the English-speaking world in the wake of the ubiquitous French, hence it is not a surprise to note that a number of Italian grammars written by Frenchmen were also utilized in Great Britain and America, in particular Giovanni Veneroni's *Maître italien* (1708), which by 1778 had gone through its fifteenth edition. Its author was a native of France born at Verdun in 1642, who had acquired such a fluent knowledge of Italian that he was able to deceive everyone as to his nationality. His surname had originally been Vigneron, but when he came to Paris he Italianized it, passed himself off as a Florentine and taught the language with phenomenal success.[10]

For those who wished to learn Italian in Italy, Lord Chesterfield in a letter to his son under the date of Dec. 16, 1749, suggests the application of the ageless trial-and-error method in learning how to speak it. « Speak Italian right or wrong to everybody, and if you do but laugh at yourself first for your bad Italian, nobody will laugh at you for it. That is the only way to speak it perfectly which I am sure you will do, because I am sure you may before you leave Rome... » The letter ends in Italian: « Mi dica anche se la lingua italiana va bene, e se la parla facilmente, ma in ogni caso bisogna parlarla sempre per poter alla fine parlarla bene e pulito. Le donne l'insegnano meglio assai dei maestri... »[11]

Perhaps the sketch that we have given will suffice to give an idea of the remarkable efflorescence of interest in Italy and Italian on the part of Britishers living overseas. The way is now clear for us to deal directly with our subject as it has appeared on the American scene from the colonial epoch to our times.

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[10] See *Biographie universelle*, Vol. 43, 110-11.

[11] Taken from *The Letters of Philip Dormer Stanhope, Earl of Chesterfield* (London, 1892, Vol. I, 291-92).

CHAPTER II

INFORMAL KNOWLEDGE OF ITALIAN AND STUDY OF THE LANGUAGE IN THE PRIVATE SCHOOLS DURING THE COLONIAL PERIOD

The first distinguished colonist with an intimate knowledge of Italy, its language and its people was George Sandys. He came to America in 1621 when he was appointed Colonial Treasurer of the Virginia Company and stayed there until 1631. Having spent some months in Italy in 1610-11, he has left us with an account of his experiences in a *Relation of a Journey begun An: Dom: 1610. Foure Books Containing a description of the Turkish Empire, of Egypt, of the Holy Land, of the Remote Parts of Italy and Islands Adjoining* (London, 1615).[1] John Winthrop Jr., another Englishman with previous residence in Italy, arrived in New England in 1631. In 1635 he was appointed governor of the colony of Connecticut. There he was associated in various enterprises with Dr. Robert Child, ex-student of medicine at the University of Padua. Like Child a number of seventeenth century colonial physicians must likewise have been Padua-trained.[2] Nathaniel Eaton, first master of Harvard College, and Henry Saltonstall, a member of the first graduating class at Harvard, were among the New Englanders who studied at the renowned medical center. William Penn is said to have had a « thorough knowledge » of Italian,[3] while his intimate friend and associate, the well-known pietist, Francis Daniel Pastorius, also came to America after a period of residence in Italy. John Clapp, merchant, planter and a minor figure in New York politics, may have learned the language as a young man while accompanying his father or uncle who were captains in the English merchant marine doing trade with the Levant. In his *New York Almanack for 1697* he quotes and translates lines 101-02 of Canto XXIV of Dante's *Paradiso* in the course of his discussion of eclipses. The Englishing of these Dante verses is the first bit of translation from the *Divine Comedy* appearing in America, while the quotation in Italian marks at the same time the first words in Italian printed in this country.[4]

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[1] For more detailed information on Sandys, see a chapter in A. Lytton Sells. *The Paradise of Travellers: The Italian Influence on Englishmen in the 17th Century* (Bloomington, Ind., 1964, 169-184).

[2] As Dr. W.B. Blanton remarks in his *Medicine in Virginia in the Seventeenth Century* (Richmond, 1930, 80) « Some of the earlier ones (i.e. the physicians) had doubtless touched elbows with Harvey at Padua under the tutelage of Fabricius of Acquapendente.»

[3] See Foster Watson, op. cit., 524.

We know that in the 1750's Catholics from Maryland were attending Catholic colleges in France and Italy.[5] One Marylander, Father John Carroll, who in 1789 became the first American Catholic bishop, spent about a year in Rome and Naples in the early 70's.

The *Diary of a Tour to Europe: 1736-37* written by Benjamin Pollard, at one time sheriff of Suffolk County, Mass., furnishes evidence that colonial Americans had already begun to tour Italy for pleasure.[6] By the middle of the century wealthy American families, particularly those whose sons had been sent to England to complete their studies, had also begun to send them down to Italy on the Grand Tour. The most notable individual in this group was Dr. John Morgan, founder of the first American Medical School and later Director General of Hospitals and Physician in Chief of the Revolutionary Army. A *Journal* records his experiences during his five months' trip to Italy in 1764. John Smibert was the first known Anglo-American painter who lived in Italy (1717-1720). He was followed by Benjamin West in 1760, Henry Benbridge in 1768, John Singleton Copley in 1774-75 and circa 1775 by Ralph Izard of Charleston, South Carolina.

Sandys, John Winthrop Jr. and other early American colonial residents must have brought with them from England a certain number of Italian books. We have not been able to ascertain what books in the language were in the largest of colonial private libraries, that of Rev. John Cotton. His descendant, Cotton Mather, mentions in his writings works by Machiavelli, Diodati, Boccalini. Peter Martyr, which probably formed part of his personal library. Giovanni Schiavo in *Italians in America Before the Civil War* (Chicago, 1934, 7) in referring to the collections of the period states: "It is revealing how many Italian books were found in the libraries of the New England divines or in Harvard." In Virginia, one Captain William Brocas, a member of the Council before 1655, left at his death "a parcel of old torn books most of them Spanish, Italian and Latin valued at 100 lbs. of tobacco."[7] In the eighteeenth century the biggest library in America was owned by James Logan, the most learned man of the country at that time. That he knew Italian can be inferred from the books in this language that formed part of his collection, which later became the nucleus of The Loganian, the first free public library in America outside of Boston.[8] His books have been catalogued under the title *Catalogus Bibliotecae Loganinae: Being a Choice Collection of Books, as Well in the Oriental, Greek and Latin, as in the English, Italian, Spanish, French and Other Languages. Given by the Late James Logan, Esq. of Philadelphia for the Use of the Publick* (Philadelphia, 1760).

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[4] See J.G. Fucilla. "The First Fragment of a Translation of the *Divine Comedy* Printed in America." *Italica*, XXV (1948), 2-4.

[5] See *Maryland Gazette*, Mar. 21, 1754.

[6] In the Winslow papers of the Massachusetts Historical Society. Reference comes from Paul R. Baker. *The Fortunate Pilgrims: Americans in Italy*, 1800-1860. (Cambridge, Mass. 1964, 16-17).

Among those who did not go to Italy but who are, nevertheless, known to have studied Italian is Benjamin Franklin. In his *Autobiography* he describes the curious device he employed in learning it: "I had begun in 1733 to study languages; I soon made myself so much a Master of the French as to be able to read the Books with Ease. I then undertook the Italian. An Acquaintance, who was also learning it, us'd often to tempt me to play Chess with him. Finding this took too much of the Time I had to spare for Study, I at length refus'd to play any more, unless on this condition, that the Victor in every Game, should have the Right to impose a Task, either in Parts of the

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[7] *Virginia Historical Magazine*, 1894, 421-22.

[8] See E. Gordon Alderfer. "The Political Career of a Colonial Scholar." *Pennsylvania History*, XXIV (1957), 33-54.

Grammar to be got by heart, or in Translation, &c., which Task the Vanquish'd was to perform upon Honour before the next Meeting. As we play'd pretty equally we thus beat one another into that language." Another odd idea that he advocated later with reference to both Italian and French was that they should be used to achieve a mastery of Latin rather than vice versa.

Franklin was familiar with Machiavelli's *Discourses on Livy,* read and used the *Prince* as well as the works of Campanella, and shows a slight acquaintance with Dante, Petrarch and Ariosto. He perused with pleasure and profit Giambattista Beccaria's *Dell'elettricismo naturale e artificiale* (Turin, 1753), corresponded extensively with this great Italian scientist, with the eminent Neapolitan political thinker, Gaetano Filangieri, and many other Italians who had become his ardent admirers in the course of the Eighteenth Century. He contributed a new word of Italian coinage to the English language by naming one of his inventions the "armonica." Franklin's ability to speak and write Italian was never more than meagre, but he did not experience any real difficulty in reading it. Such as it was he managed to attain a command of the language second only to his Latin and French.[9]

Data on the teaching of Italian in the colonies are quite scanty in part because printed or manuscript materials have either been lost or are extremely difficult of access. Some idea of the task involved can be gained from Robert Francis Seybolt's *The Private Schools in Colonial Boston* (Cambridge, Mass., 1935), who in going through some thirty newspaper files between 1706 and 1776 has been able to pick up barely a dozen instances on the teaching of French, the most popular of modern foreign languages in eighteenth century America. Nevertheless, there is enough evidence to show that there was a fair demand for Italian in most of the original thirteen colonies.

In his "Notes on the Curriculum of Colonial America." *Journal of Educational Research,* XII (1925), 373, Professor Seybolt states in the closing paragraph of his section on

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[9] Most of this information has been drawn from Prof. Antonio Pace's magnificent study: *Benjamin Franklin and Italy* (Philadelphia, 1959), chapters 1, 3 and 7.

" Bookkeeping," The usual commercial course of the period [i.e. the first half of the 1700's] included ' mercantile arithmetic,' bookkeeping, and penmanship. For those who were preparing to enter the employ of merchants engaged in foreign trade, the schools offered instruction in French, Italian, Portuguese, Spanish and foreign exchange."

E.W. Bagster-Collins informs us in his *History oj the Modern Languages in the United States,* op. cit., 8, that in addition to French, " Italian, Spanish and even German were also objects of study in the thriving coast towns " in the pre-Revolutionary days.

Professor George E. Watts in *The Teaching of French in the United States. French Review,* XXXVII (1963), p. 30, has noted that the *South Carolina Gazette* from 1750 to 1775 lists Italian among the wide range of subjects that Schoolmasters offered to teach.

First in the meagre list of known teachers that we have been able to assemble is the name of Onorio Razzolini, who was the tutor of Benedict Swingate, illegitimate son of Charles Calvert II, Fifth Earl of Baltimore. In view of his nationality and the vogue of Italian at the time he must have given the boy lessons in that language when he came to America in 1731 or 1732. Incidentally, he later held the important post of Armourer and Keeper of the Stores of Maryland.[10]

The earliest advertisement of a teacher of Italian that has come to our notice is the one placed by Augustus Vaughan, probably a Britisher, in the New York *Post Boy* for Oct. 26, 1747 which announces the opening of a school " where English, Latin, French, Spanish and Italian are correctly and expeditiously taught." [11]

About 1750 John Mathias Kramer, a German, opened a school in French, Italian and German " for gentlemen and ladies " in Philadelphia. In 1753 the authorities of the Public Academy then under the presidency of Benjamin Franklin were checking on the ability of Mr. Creamer [Kramer] " a gentleman from Germany " to teach French, Italian and German. He was appointed to teach only French in 1754 and was dismissed the next year. Our Kramer was probably the son or grandson of Mathias Kramer who prepared a number of Italian textbooks for the German schools between 1674 and 1722.

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[10] See Giovanni Schiavo. *Four Centuries of Italian-American History* (New York, 1954, 110).

[11] The first of several who cite this notice is Seybolt, " Notes on the Curriculum of Colonial America," op. cit., 277.

It is likely that the Rev. Arthur Emmerson, who was an Usher in the Grammar School of William and Mary College in 1762-65, did some tutoring in Italian there since we find that in 1785 he opened a Classical School in Nansemond County, which offered instruction in Latin, Greek, French and Italian.[12]

One of the most successful of the private teachers in New York just before the Revolutionary War must have been Antony Fiva if we are to judge from the number of advertisements that he placed in various newspapers from 1772 to 1775. He claimed to be able to teach the " French, Italian and Spanish languages in their greatest purity," as well as " to enable his pupils in a short time to carry on an epistolary correspondence so useful particularly to young persons in business." [13]

Rivington's New York Gazeteer for May 5, 1774 carried the announcement that three gentlemen lately arrived from London " had opened " A New Academy for Teaching Musick, Dancing and the Italian and French Languages." Joseph Cozani was to be the language teacher. Subscription on the part of " twelve scholars " was necessary to insure its opening. On June 16 Mr. Cozani gave notice in *Rivington's* that he had moved from Deck St. in New York to Wall St. where he was continuing to instruct in French and Italian. The same paper carried advertisements from July 1774 to April 1775 and perhaps later to the effect that Mrs. Cozani (lately from London) had set up a French Boarding School, " to educate or complete the education of young ladies where will be taught the English, French and Italian languages grammatically, also to write and translate any language into the other, geography with a knowledge of history, to draw and paint upon silk embroidery, tambour, Dresden plain work, blond lace and several other genteel and fashionable works. A particular attention will be paid to the morals and conduct of the ladies in every particular which may prove beneficial to themselves and satisfactory to their parents." We should like to observe parenthetically that it is likely that other Italian teachers of vocal music, who had begun to come to this country in increasing numbers, also directly or through their associates must have provided some instruction in Italian for their students throughout the latter half of the eighteenth century.

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[12] See a University of Virginia thesis for 1932, *Legislation Affecting Secondary Education in Virginia from 1618 to 1845*, by Calvin H. Phippins, p. 331.

[13] New York *Journal or General Advertiser*, Dec. 10, 1772. For further details on Fiva, Cozani and several other teachers, see H.R. Marraro. " The Teaching of Italian in America in the Eighteenth Century." *Modern Language Journal*, XXVI (1940), 120-26.

Another resident of New York, a Mr. C., who describes himself as a " gentleman lately arrived from Paris " told the readers of the New York *Gazette and Weekly Mercury* on Sept. 26, 1774 that he was prepared to teach French and Italian grammatically and how to write them " with elegance and propriety." [14]

Francis Vaidale of Tours, whose last name also appears as Vandalle and Vandale, had advertised the establishment of a French school in Boston in the early months of 1774. During the same year in three notices in the Newport *Rhode Island Mercury*—Oct. 3, 10 and 17—he announced himself as a teacher of Italian as well as French. He was in New York in 1775 and again in Boston in 1776. Later in 1779-80 he served as a tutor in French at Harvard. In view of his avowed knowledge of Italian it may be taken for granted that he was available for instruction in that language from the time of his arrival in America to the end of his teaching career.[15]

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[14] See Marraro, op. cit., 121.

[15] See Seybolt. *The Private Schools of Colonial Boston,* op. cit. 76-77.

CHAPTER III

PRIVATE TEACHERS FROM 1775 TO 1861

Our discussion of the private teachers of Italian during the period ranging from the War of Independence to the Civil War is chiefly restricted to the four most important Eastern cities, New York, Philadelphia, Baltimore and Washington, D.C. and to New England. These areas obviously represent the sections with the heaviest concentration of interest in the language on the part of the general public.

NEW YORK

In New York City instruction in Italian continued to be available despite difficulties created by the Revolution. For instance, in the New York *Daily Advertiser* for May 28-31, 1778, a tutor who does not reveal his name announced that he would teach Italian and French " grammatically, at the lodgings of the prospective students." [1] Ten years later, in 1788, the same newspaper carried the following notice in the Mar. 17 and other issues: " A Gentleman of the Italian Nation proposes teaching the Italian language grammatically. As his method of teaching is judicious and easy, he flatters himself that after three or four months of study the scholars will acquire a sufficient knowledge of that elegant and soft language to converse with and to understand Italians."

From 1790 to 1797 the Italian textbooks which the New York bookdealer, James Rivington, regularly offered for sale through the *Advertiser,* furnish indirect evidence of the presence both of students and teachers of the language at that time.[2]

This brings us close to the year of the arrival in the city of Lorenzo Da Ponte, the famous librettist of Mozart's *Le nozze di Figaro, Don Giovanni* and *Così fan tutte.* Readers of his

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[1] See H.R. Marraro. " The Teaching of Italian in America in the Eighteenth Century." op. cit. 122.

[2] See Marraro, op. cit. 126.

Memorie (1st ed. New York, 1827, 2nd ed. id. 1829) will recall that he came to this country in June of 1805 in order to escape the importunities of his London creditors for the payment of the notes which he had endorsed for William Taylor the unscrupulous impresario of the Drury Lane Theater in London. In New York he opened a little grocery store, but soon an epidemic of yellow fever broke out in the city which caused him to move with his family to Elizabeth, N.J. Since the new grocery business he had set up in the New Jersey town turned out to be a financial failure he decided to return to New York in 1807 with the intention of establishing himself there as a teacher of languages. In a bookstore owned by a Mr. Riley he chanced to meet a talented young man, Clement Clarke Moore, and as the result of their conversation an Italian class of four was started at the house of Clement's father, Bishop Benjamin Moore, then President of Columbia College. Besides Clement the three others were his cousin Nathaniel Moore, John McVickar, and E. Pendleton. Clement Moore later became professor of Oriental and Greek literature at the General Theological Seminary and a pioneer of Hebrew lexicography in the United States. He is still remembered as the author of the popular poem " T'was the Night Before Christmas," which he wrote for his own children. Nathaniel Moore became a lawyer, then professor of Greek and Latin at Columbia and late in the thirties President of the College. John McVickar taught philosophy also at Columbia. E. Pendleton has remained unidentified. The example of these " incomparable " young men proved to be contagious so that in less than a month Da Ponte had twenty-four students in his class. In 1808 he founded the first of a number of private institutes, the Manhattan Academy for Young Gentlemen. At the same time Mrs. Da Ponte started her Manhattan Academy for Young Ladies. French and Italian were taught in both schools. Day and evening assemblies were organized " in which no other language than Italian was spoken, where the most beautiful passages of our orators and poets were read aloud or recited from memory and where we performed little comedies or operas composed by me for the most dignified and respected young ladies in the city. The effect of such exercises was truly marvelous. They added the delight of amusement to the flame of general enthusiasm for the study of this beautiful language, and served at the same time to facilitate the acquisition and the practice of it. We once gave on a little stage I set up in my own house, the *Mirra* of the great Alfieri. Our audience was made up of one hundred and fifty persons who had all been introduced by me to the study of the Italian language within a space of three years. The delight occasioned by that divine production, and the general approbation of it is not to be described. I was obliged to repeat it in the following evening to greater applause and before a greater number of spectators." [3]

He had now been able to accumulate a fair amount of money which he invested in a distillery run by him and another man. The collapse of the enterprise coupled with a momentary diminution of the number of his students discouraged him. At this juncture the receipt of a letter from Mrs. Da Ponte's relatives at Sunbury, Pa., which depicted the business opportunities in the town in glowing terms, caused him to decide to move there with his family. The general store that he opened prospered to such an extent that he was even able to devote some of his leisure time to teaching Italian to the young ladies of Sunbury and nearby Northumberland. Unfortunately, he was too generous in the extension of credit to his customers and this led to eventual disaster.

In 1819, after a lapse of seven years, he was back teaching in New York. In his *Della lingua e letteratura italiana in New York* (1827) he writes that soon thereafter, that is, by the end of March 1821, he had already from fifty to sixty bright " studentesse che in men di due anni leggevano, scrivevano e assaporavano le grazie del nostro idioma, e delle nostre grandi opere tanto in prosa che in verso." However, their speaking ability left something to be desired. Hence in order to remedy the flaw he took on a few of his pupils as boarders, which made it possible for them to speak Italian fluently within a few months. This was the beginning of a new " institute " called Ann Da Ponte's Boarding House, which continued to flourish for almost twenty years. One of the boarders was Henry James Anderson who married Fanny, Da Ponte's daughter, in 1831. He subsequently became professor of mathematics at Columbia and distinguished himself as an astronomer. Another boarder was the brilliant politician, Gulian Verplanck, who stayed at the Da Ponte's during the time he was a Congressman.

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[3] See *Memoirs* (Livingston ed.), Philadelphia, 1929, 365-66.

The professorship of Italian literature at Columbia, which was officially tendered Da Ponte in 1825, is discussed in the University section.

In November of that year Manuel Garcia arrived in New York with his troupe for the performance of a number of Italian operas, opening the series with Rossini's *Barbiere di Siviglia*. Da Ponte became at once an enthusiastic supporter. "I clearly foresaw," he writes in his *Memoirs* (op. cit. 448), "the many enormous advantages our literature would derive from it and how it would tend to propagate our language through the attractiveness of the Italian Opera, which in the eyes of every cultivated nation in the world is the noblest and most pleasurable of all the many spectacles the human intelligence ever invented, and to the perfecting of which the noblest arts have vied with one another in contributing." He was influential in getting the company to include *Don Giovanni* in its repertoire and, in addition to his own financial backing obtained funds from his friends and pupils in order to pay for the singer to play the part of Ottavio. The operatic season was successful. Later when the Montrésor and Riva-Finoli companies performed he got himself financially involved with ruinous results. Referring especially to the Riva-Finoli fiasco he bitterly laments in his "Frottola per ridere" (1835): "I sunk in this enterprise all I had saved for my decrepit days, and I was rewarded with ingratitude by everybody!"[4] Though he was not quite as decrepit as he pictures himself, old age had inevitably taken its toll. He had lost most of the dynamic qualities that had made him such an effective and inspiring teacher. The anguished expression of his sad plight in the same pamphlet is extremely touching: « Eighteen months have passed since I had a single pupil. I, the creator of the Italian language in America, the teacher of more than two thousand persons whose progress astounded Italy!... After twenty-seven years of hard labor, I have no longer a pupil! Nearly ninety years old, I have no more bread in America.» [5]

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[4] Quoted by Joseph Louis Russo in *Lorenzo Da Ponte: Poet und Adventurer*. New York, 1922, 133.

Despite this pathetic finale, there is no question but that he easily stands out as the most prominent and successful private teacher of Italian that this country has ever had. But he left an even more enduring impress in what he accomplished for American culture. This is summed up in a note by Professor Livingston in his edition of the *Memoirs* (op. cit., 363): « there is no doubt at all that this [starting with 1808] was an important moment for the American mind. Da Ponte made Europe, poetry, painting, music, the artistic spirit, classical lore, a creative classical education, live for many important Americans as no one I venture had done before.»

Da Ponte tries to give us the impression in his *Memorie* that he functioned virtually alone as a teacher of Italian in New York. This, however, is contradicted by what he himself tells us in *Della lingua e letteratura italiana* in New York (1827) in which he states that when he returned to the city in 1819 after an unhappy stay at Sunbury, Pa. he found that several of his compatriots had established themselves as teachers of Italian there. Among them were his friends, Antonio Rapallo, later a successful lawyer, Orazio De Attellis, Marchese di Santangelo,» ex-soldier in Napoleon's army and a Jacobin, a Ferrari, a Mezzara, a Padovani and an Aloisi, « sedicente Fiorentino che fu per molti mesi Maestro di Moda,» and whom he held in contempt. Other unnamed competitors he describes as « impostori che vantandosi oriundi di Firenze e di Roma, o promettendo d'insegnar una lingua in 36, in 24, e fino in dieci lezioni, trovaron sul fatto degli avventori, che in quattro o sei giorni però *revertebantur percutientes pectora sua* » (op. cit., p. 31). In the first edition of the *Memoirs* he inveighs at length against still another teacher, a Marco Antonio Casati, also living in New York. The aforementioned Aloisi, incidentally, boasted in an advertisement in the New York *American* for May 6, 1824 that he had resided in a number of different countries, and that as his recommendations he could submit testimonials from " Lady Abercromby, Lady Dunstan, and Professors Jardine and Walker of Glasgow College and other most respectable characters."

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[5] See Russo, op. cit. 133.

[6] See also section on the academies: New York.

Though Lorenzo L., Da Ponte's son, was directly associated with his father in his teaching enterprises, he must also have devoted himself to private instruction on his own account. Professor Livingston in a note in his edition of the *Memoirs* (op. cit. 430) states that in the interval between his teaching at Washington College in Chestertown, Md., and his appointment to the professorship of Italian at New York University, that is, between 1827 and 1832, he taught Italian privately.

Sauveur Bonfils (Salvatore Bonfiglio), a native Italian speaker from Corsica and a graduate of the University of Pisa, who came to America in 1817, does not figure in the list of Da Ponte either as a friend or enemy, but he, too, was already busily engaged in teaching Italian in the city in 1822. Likewise unmentioned are two men who placed notices in the *American*, a Mr. Fiorilli, (April 29, 1825), and the Sicilian political refugee, Ferdinando Massa (Oct. 23, 1826).

F. De Gelone's surname could pass either as Italian or as French. At any rate, through the New York *Commercial Advertiser* for April 11, 1820, he offered instruction in Greek, Latin, French, Italian and Spanish.

An unidentified individual, evidently a man of some culture, who had been in New York for a time, placed the following advertisement in the same paper on January 6, 1831. " Private Tutor. A gentleman wishes a position as Tutor in a private family; he is a good Classic as well as thoroughly acquainted with the English, French, Italian and Spanish Languages, the two former of which he speaks fluently having resided in Paris for several years. He is a member of three learned societies in Europe and was the sole editor of a Literary Periodical of considerable reputation there. He would have no objection to go to any part of the Union."

On Nov. 21, 1832 J. Livingston Van Doren announced in the New York *Observer* that he had resigned from the Brooklyn Collegiate Institute in order to engage in private instruction, specifically in English, French, Italian and Latin.

Piero Maroncelli (1795-1846) was a musician, poet, ardent carbonaro and intimate friend of Silvio Pellico. With him and other Italian political prisoners he had endured the horrors of the Spielberg fortress from 1822 to 1830. In 1828 he developed a tumor in his left knee which became festered and resulted in the amputation of his leg some months later. Very soon after he was released, in order to escape from the rigorous police surveillance in Italy he left for France where he lived from 1831 to 1833. At first Louis Philippe welcomed him and his fellow refugees but before long succumbing to heavy pressure from Metternich, who feared that they were plotting insurrections against his government, he too placed them under the surveillance of his gendarmerie. This plus the failure of his *Addizioni* to Pellico's *Le mie prigioni* both in the original and in French (1835) prompted him to come to America with his new German bride, the talented singer, Amalia Schneider. She was contracted as a contralto and he as instructor and chorus director in Riva-Finoli's opera company that opened its season in New York on November 18, 1833.

During the brief life-span of the company, the inadequate remuneration received by the pair made it necessary for them to give concerts and music and language lessons in order to insure a decent livelihood for themselves. Maroncelli benefited from the fact that he was already a familiar name thanks to the moving pages on him in Pellico's autobiography which American readers had read either in the London translation of the work by Roscoe or in its New York reprint, both of which appeared in 1833. However, this did not help him materially when he attempted to supplement his earnings with the publication of the *Addizioni,* translated by Catherine Maria Sedgwick and printed with Mrs. Andrews Norton's version of *Le mie prigioni.*

In 1841 he was recommended for the Chair of Modern Languages at the University of Virginia but was not fortunate enough to receive the appointment. At about the same time both he and E. Felix Foresti were nominated to fill the post at New York University which had been left vacant following the death of Lorenzo L. Da Ponte. Foresti was offered the professorship. Maroncelli's failing eyesight and poor health were undoubtedly factors that affected these decisions. He was, nevertheless, able to continue teaching music and languages at least until 1845. He died on August 1, 1846.[7] His warm friend and admirer, Edgar Allan Poe, in his sketch on Maroncelli in the *Literati* has remarked: « His love for his country is unbounded, and he is quite enthusiastic in his endeavor to circulate in America the literature of Italy.»[8]

Just after Felice Foresti arrived in New York on October 26, 1836, Maroncelli procured a number of students for him.[9] We do not know how long he continued to instruct privately but he probably did so for some years. According to her biographers, Richards and Elliot, Julia Ward Howe read Dante with Foresti. More about him can be learned in the sections devoted to New York University and Columbia.

An advertisement in the New York *Observer* for August 11, 1838 informed the public that « A Young Lady native of New England, wishes to instruct in New York City in French, Spanish and Italian.» In the New York *Daily Tribune* for Jan. 14, 1843 « A Gentleman from Europe who has resided for some time in the United States,» offered to teach Latin, Greek, German, Italian and Spanish. In 1844 an English lady, a Miss C.C., living in New York, advertised in the Washington *National Intelligencer* for Aug. 22 making known that she desired to teach in the South. « She professes to instruct in the usual branches of English with the French and Italian language, drawing and pianoforte. She is a lady of superior intelligence and with much experience in teaching. The highest references can be offered."

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[7] Those who desire fuller details can find them in the authoritative biography by Angeline H. Lograsso: *Piero Maroncelli* (Roma, 1958).

[8] *Complete Works of Poe*. XV: *Literati*. New York, 1902, 44.

[9] Felice Foresti. *Lettere inedite. Nozze Gostoli-Dalle Vacche*, 1899. Letter dated New York, Oct. 26, 1836 addressed to Signora Bettina Brenta Mattuelli of Ferrara.

Before founding his newspaper, *Eco d'Italia*, in New York in 1849, the brilliant pioneer Italian journalist, G.F. Secchi de' Casali, earned his living for several years as a teacher of Italian, French and other subjects. For a time he taught in a private school where he states that he worked seventeen hours a day for $3.00 a week.[10]

In 1852 roving Charles Kraitsir, ex-professor of Modern Languages at the University of Virginia, including Italian, announced his availability as instructor in the " Languages and History " in the New York *Daily Tribune,* Oct. 20. Private instruction in French, Italian, Spanish, German, Chaldaic and Arabic offered by Jules Delaunay from Paris, was announced in the New York *Observer* for Sept. 29, 1853. A Dr. A. Stamm gave notice in the New York *Times* for Oct. 18, 1854 that he, " A Doctor of the Berlin University," is " desirous of giving lessons at Universities, Colleges or in private families in political economy, mathematics, Greek, Italian, History, Geography, German Literature and Elocution." The New York *Independent* for June 4, 1857 spoke of J. Lowendahl of Brooklyn as " an accomplished teacher of French, German and Italian." In an advertisement in the *Daily Tribune* for Aug. 31, 1857, a French lady, " a Graduated Teacher," listed herself as a teacher of French, German, Italian and Spanish.

More names appear in the *Times* and other New York papers between 1855 and 1860. We shall omit these and further names of private teachers of Italian in the city excepting for that of the outstanding figure of Luigi Palma di Cesnola. He taught languages for a living when he first arrived in New York in 1860. When the Civil War broke out his military training and experience in the Italian army made his services invaluable and won for him the rank of Brigadier-general of the Volunteers. While acting as American consul at Cyprus for eleven years (1865-76), he took a keen interest in archeology and made notable contributions in this field. From 1879 to 1904 he was director of the Metropolitan Art Museum.[11]

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[10] A biographical detail in *Eco d'Italia,* June 28-29, 1883. Noted by G. Schiavo: *Four Centuries of Italian-American History* (New York, 1954), 266.

Outside of New York City " a gentleman educated in France," with a P.O. address at Sloatsburg, advertised in the *Intelligencer* for Dec. 2, 1823, that he was seeking a position as a teacher of Greek, Latin, French, Italian and English. He adds that he " has been engaged as Professor of Languages in colleges and private families of the first respectability." In Albany and Troy in the early 1820's a Mr. S. Pinistri taught Italian and drawing.[12] By 1830 Pinistri had moved to Washington, D.C. where he continued to instruct in these two subjects. We learn that he was in the capital through an announcement in the *National Intelligencer* on Mrs. Henderson's Female Academy, which notes that he gave lessons in drawing at the school twice a week. In the fifties an F. Cantoni, " Professor of Languages," was also teaching the " idioma gentile " in the New York capital (see Albany *Journal*, Nov. 19, 1856).

PHILADELPHIA

Francis Johnson, a Philadelphian and self-styled " professor of languages " announced in the *Pennsylvania Evening Post* for Nov. 27, 1778 " to the curious and the learned," that he could teach his pupils either French or Italian in the space of four months.[13] A few years later Peter Du Ponceau, who was appointed interpreter for the English, French, Spanish and Italian languages by " the honorable Supreme Council of the Commonwealth " [i.e. Pennsylvania], very likely had occasion to teach these languages privately.[14]

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[11] See Edoardo Marolla. " Brigadier General Luigi Palma di Cesnola." *Atlantica*, XIII (1932), 209-10.

[12] See H.R. Marraro. " Pioneer Italian Teachers of Italian in the United States." *Modern Language Journal*, XXVIII (1944), 582.

[13] Mentioned by H.R. Marraro in " The Teaching of Italian... " op. cit., 121.

[14] See *Freeman's Journal or North American Intelligencer*, Feb. 16, 1785.

James Philip Puglia, an Italo-Swiss who had studied in Savona and was one of the most active members of the Federalist party in support of which he wrote the *Federal Politician* (1795), pamphlets, articles, three plays, a diatribe against William Cobbett, dubbed Peter Porcupine, an Englishman who lived in America from 1794 to 1800. In Spanish he published *El desengaño del hombre* and *El derecho del hombre,* the latter being a translation of Paine's *The Rights of Man.* After his name on the title-page of the *Federal Politician* appear the words: " Teacher of the Spanish and Italian Languages." Since he was already in the United States in 1792 he must have begun to teach languages at that time. Like other tutors he doubtless regularly ran newspaper advertisements. Two which we have seen appeared in Claypool and Dunlop's *American Daily Advertiser* (Sept. 23, 1795), and *Aurora. General Advertiser* (Aug. 25, 1797).

Philadelphia Gazette and Daily Advertiser notices reveal the names of several more pioneer teachers of Italian. One who chose anonymity offered " private instruction in the French, German, Spanish and Italian languages " (Jan. 18, 1802). He may be the same nameless person who advertised " private lessons for gentlemen " in the same languages a few months later (May 11). When, on Feb. 18, 1806, Francis Travelli placed his announcement under the heading of " Italian Language," he was confronted with the scarcity of available texts. This led him to add the following N.B.: " A liberal price will be given for a few of Veneroni's English and Italian grammars either new or second handed." Samuel Torres, who advertised himself as a teacher of the " Spanish and Italian Languages," reserved his academy for instruction in his native tongue but preferred to teach Italian " to ladies at their residences " (Sept. 20, 1809). On July 9, 1811 an A.B. with a Post Office address announced his services as instructor in Italian, French, German and Spanish in colleges or as a tutor in a private family.

In a letter to an unknown person dated New York, Nov. 7, 1824, which is preserved in the Manuscript Department of the New York Public Library, Lorenzo Da Ponte mentions that he had sent " a professor to Baltimore and another to Philadelphia " to teach the Italian language.[15]

Already in the city at the time was a Mr. Togno who through the *National Gazette and Literary Register* (Sept. 15, 1824) offered " tuition in French and Italian." Here he claims that " His mode of instruction unites all the improvements made within these 25 years. He believes the best method is to explain every difficulty at the commencement of each lesson, and thus the progress of the learner is greatly facilitated. Moreover, by simply learning 40 terminations the pupil will possess a dictionary (sic) equal at least to two thirds of these languages. The verbs likewise which are so difficult in all languages have been so simplified as to be learnt with very little trouble. The pronunciation of these languages has till now been acquired with great difficulty for want of method, but by his mode of teaching it obviates all difficulties, and will enable his pupils in four lessons to pronounce well with certainty and to the pupils no small satisfaction to be able to correct themselves. He can produce abundant proof to satisfy the most sceptic on this interesting subject." Addressing himself to Italian he continues: " The Italian Language which has at all times been that of music and of love, rich in historical and scientific works and unrivalled in poetry, has been too much neglected in this city, whilst in the Northern States there are very few ladies having any pretensions to a liberal education who have not enriched and embellished their minds with various productions of this language. A beautiful description of which Lord Byron put in the mouth of Dante, the patriarch of Italian literature and one of the noblest poets: *But I will make another tongue arise...*" Togno was quick to turn to his own advantage the public enthusiasm that had been aroused by the prospect of the coming performances of Italian operas in Philadelphia. Hence he tacked this " N.B." on to his advertisement in the Mar. 14, 1826 issue of the *Gazette*: The arrival of the Italian Opera will be, no doubt, an epoch in the literary annals of the country. It must produce at first a revolution in musical taste and then render the study of the Italian language a necessary branch of education as it is in all Europe, and the benefit derived from the study of such a language as the Italian every well informed many may easily see and predict." He was still teaching in 1848.

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[15] The letter is reproduced in full in J.L. Russo, *Lorenzo Da Ponte...* op. cit. 141-43.

Francis Varin was another early teacher. A notice in *Poulson's American Daily Advertiser* for April 26, 1826 reads as follows: "Thanking his friends for the patronage he has received 13 years past, he informs his friends and the public that he still continues to teach the Latin, French, German and Italian Languages."

The eminent naturalist, Constantine Samuel Rafinesque, also spent a good deal of time teaching modern languages. In 1815, at the beginning of his second sojourn in America, he was engaged as tutor in Italian, botany and drawing for the three daughters of the wealthy Livingston family at its country residence near Clermont-on-the-Hudson, a hundred miles north of New York. He taught French, Italian and Spanish privately at Lexington, Kentucky, upon his arrival at the town in 1819 and during the years he served as professor at Transylvania College, 1820-25. One announcement that appeared in the *Kentucky Reporter,* Jan 15, 1821, informed the public that "Prof. Rafinesque Teaches the French, Italian and Spanish Languages in the University, and gives also private lessons to the ladies in town." Another announcement in the *Reporter* during the Spring of the same year tells us that "Professor Rafinesque will begin to deliver his Course of Botany as soon as a class shall be formed: he invites those who are willing to attend it to apply to him immediately. He continues to give private instruction in the French & Italian Languages etc. Also in several branches of other knowledge."

From 1825 to the date of his death in 1840 Philadelphia was his home most of the time. Since in at least two of his volumes—*Genius and Spirit of the Hebrew Bible* (Philadelphia, 1838) and *The Good Book and Amenities of Nature or Annals of Historical and Natural Sciences* (Philadelphia, 1840), he describes himself as "Professor of Natural Sciences and

Languages," it is certain that he continued to tutor in French, Italian and Spanish during the intervals that he was not away doing field work. More about this picturesque personality can be found in the University Section—Transylvania College.

Mrs. Santangelo, director of Mrs. Santangelo's Lyceum, announced in the *National Gazette...* (Aug. 28, 1827) that " Pupils in Italian and Singing can be taken at this time."

In his *Componimenti poetici d'un italiano profugo in America* (Philadelphia, 1829), Giacomo Sega informs us that he is a " Laureato in ambe leggi " from the University of Pavia and a " Maestro delle lingue italiana e spagnuola." He had arrived in New York from Italy in 1825 and earned or tried to earn a living by giving lessons on the guitar " after the method of the celebrated Professor F. Carulli " (see New York *American,* Sept. 14). In 1827 he was teaching Italian and Spanish in Boston (see *New England Galaxy,* April 6). Inasmuch, too, as he taught Italian at the High School attached to Franklin Institute and the High School of Philadelphia, we know that he must have resided in the latter city for most of 1829. In the *National Gazette* for April 6, 1829 Sega gave a whimsical if not a poetical touch to his announcement when he declared that he " proposes to attend a class at an early hour in the morning, especially for those who feel disposed to accompany the rejoicing of the creation at sunrise with the lectures of Dante, Petrarca, Tasso, etc."

Da Ponte in his *Memoirs* (Livingston ed., op. cit. 451) refers to him as a " poetaster " and to his verse as " doggerel." He is certainly justified in using both characterizations. Even so, there is a ring of sincerity in the Romantic melancholy that informs the Sega compositions in the slender volume of the *Componimenti poetici,* which he dedicated to Edward Everett, governor of Massachusetts, " Quale retribution degli atti vostri cortesi." In 1830 Sega published two more books: *An Essay on the Practice of Duelling* (Philadelphia) and a treatise on *What is True Civilization or Means to Suppress the Practice of Duelling* (Boston).

It was in 1829 when Lorenzo Da Ponte and his son, Lorenzo L. came to the city. In this connection there is preserved in the American Philosophical Society in Philadelphia a letter from Henry J. Anderson to John Vaughan, librarian of the Society, written from New York on Sept. 15, 1829. It reads as follows:

> Dear Sir
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> It gives me great pleasure to make known to each other, two gentlemen so remarkable for the possession, in the advance of life, of all the best faculties of younger men, as yourself and Mr. Lorenzo da Ponte of this city. Mr. Da Ponte is so well known in the literary world that I hardly think it necessary to speak to you of his professional qualifications. It is sufficient to say that he holds the highest rank among the literary men of Italy, altho' so much of his life has been spent out of his native country. As an experienced and now veteran instructor he still enjoys the honorable reputation of standing foremost alike in extent of literary acquirement and in ardent devotedness to the cause of letters. His son Lorenzo proposes to make Philadelphia the field of the same enterprise as has gained his father so many laurels in this city, and what the venerable Apostle of the " bell'idioma " has now most at heart is the success of the young missionary who goes commissioned to awaken your unconverted City to a sense of the power and beauty of Italian literature. Such facilities as may fall in your way to furnish them, will I am sure be worthily bestowed and gratefully remembered...[16]

The senior Da Ponte lost no time in placing an announcement in the *National Gazette and Literary Register* (Oct. 1) in which he offered his services as a teacher to the residents of the Pennsylvania metropolis.

Edmond Pratt made known in the Mar. 26, 1832 issue of the *Gazette* that he stood ready to give lessons in academies or in private families in Latin, French and Italian.

In his *Story Incredible but True* (New York, 1833) our Mozart librettist denounces still another of the roving Italians, a Strozzi, who was at the time teaching in Philadelphia. He had evidently taken up residence in the city after a stay in Salem, Mass. We can also identify him with the William A. Strozzi who instructed in Italian in 1849-50 at Jackson College in Columbia, Tenn., and who in 1854 (Sept. 20) placed an advertisement in the Lexington, Kentucky *Observer* captioned

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[16] I am indebted to Prof. A. Pace for a copy of this letter.

" Teacher of French and Italian " and in which he declares that he was permanently located in that city.

In the thirties in the City of Brotherly Love, Filippo Mancinelli also gave lessons in Italian. We shall also have occasion to mention him as a teacher in several private schools between 1833 and 1837. It is reported that he published an *Italian Reader* there for the use of his pupils.[17] In a letter by Piero Maroncelli written to his wife in Philadelphia on April 23, 1834, mention is made of Mancinelli along with two other refugees, Martorelli and Paggi, " bravissimi giovani," who might also have been engaged in teaching.[18]

Pietro Borsieri, described by Foscolo as a " giovane di prontissimo ingegno," and who was an outstanding leader during the Risorgimento period and co-founder with Pellico, Porro Lambertenghi, Federico Confalonieri and Lodovico da Breme of the liberal *Conciliatore,* taught Italian privately in 1836 and 1837 at Philadelphia and Princeton. The poor man was very much like the proverbial lost sheep; he was totally incapable of adjusting himself to his new environment.[19] Incidentally, Borsieri is the translator of some of Walter Scott's novels into Italian.

Gallenga in his *Episodes of My Second Life* (London, 1884, 311-12) reports that in Philadelphia in 1838 he had seen Borsieri in the company of another private teacher, Interdonato, " Roman, the handsomest youth that ever came out of Italy, a learned youth, highly accomplished, all our ladies and young ladies running after him."

In an announcement in the Washington *National Intelligencer* for Sept. 14, 1842 Richard S. Evans, the new principal of the Rockville Institute in Montgomery County, Md., laid a special stress on his linguistic proficiency by citing testimonials from his former teachers in Philadelphia. Two relate to his instructors in Italian, Joseph Bertola and J. De Tivoli.

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[17] See a note in T.W. Koch's " Dante in America " in the *Fifteenth Annual Report of the Dante Society* ,1896, p. 17.

[18] See Angeline H. Lograsso. *Piero Maroncelli,* op. cit. 180.

[19] See an interesting letter published by Prof. McKenzie under the title: " An Exile in Princeton." *The Princeton Weekly,* XXXIX (1934), 337, 342.

Between 1844 and 1847 Luigi Roberti, ex-instructor at Yale, had established himself in Philadelphia teaching French and Italian on his own account and in several of the private schools.[20] From 1848 to at least 1859 Francis Joseph Surault, formerly at Harvard, tutored in several languages including Italian. Carlo Gola, a music teacher, gave lessons in his native tongue.[21]

In the *North American* for Sept. 8, 1849 under the caption: " French, German and Italian Languages," we read " Classes during the day and lessons at private dwelling. Mons. Richard ex-professor from the Academy of Paris, advantageously known by his new system under the title *Cours simultané des langues vivantes* begs to inform his public that he will give lessons in the above languages in his Room or private houses." In the same paper for Sept. 26, 1852 Mrs. Maria De Korponay co-director with her husband, Col. G. De Korponay, of a School of Music announced that instruction was given in her school in " Piano music and the French and Italian languages." Two more teachers advertising Italian in the *North American* (Sept. 2 and Nov. 29, 1859) were M. Artoni and Carlo Moroni.

The only record that apparently remains of E.T. Sambolino's activity as a language teacher is the listing of his name in *Mc Elroy's Philadelphia City Directory* for 1860.

BALTIMORE

Giacomo Sega has already been mentioned as a private teacher of Italian in Philadelphia, 1829. He must have settled down briefly in Baltimore sometime in 1828. The names of some others are supplied by announcements in the Baltimore *Sun.* Among them was Sig. Carlo Gola, a music teacher, who had also come from Philadelphia and who offered supplementary instruction in Italian in 1849-50. Salomon Fuld, « Teacher of Languages,» including Italian, advertised on Sept. 26, 1849. On March 20, 1851 Dr. L. Ambsler proposed teaching German, French, English, Italian, Danish and Latin by means of a « new and Practical Method.» Under the caption « French and Italian,» we are told in the Sept. 1, 1851 issue that « Mons. Etienne Lamberts, late professor of the French and Italian languages in Buffalo and in Geneva, New York, Literary College and several academies and seminaries, begs to offer his services in the aforesaid languages to the citizens of Baltimore. His method being the technical and analytic one adopted in the Universities of Europe will prove very satisfactory enabling his students to read and write correctly said languages and with the true and native pronunciation, being much superior to the ordinary way of teaching said languages generally adopted.» Starting with Aug. 28, 1852, various advertisements by [Louis] Adamoli, « Professor of the French, Italian and Latin Languages,» repeat that « Fifteen years of successful practice in some of the principal capitals of Europe enables him confidently to insure success in the shortest time in the acquirement and knowledge of these languages—so necessary in the commercial pursuits and for an accomplished education—to ladies and gentlemen who are ready to give them the necessary application, after the most approved progressive method. « In the announcement on Aug. 28, 1854 he adds that he is a « Graduate of the Imperial Academy of Brera, Milan, having formerly a young ladies' academy before his exile.»

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[20] See *North American and Daily Advertiser,* Sept. 8, 1844 and *U.S. Gazette,* Sept. 9, 1846.

[21] See *North American...* Sept. 16, 1848.

« A Card » on Sept. 3, 1856 reads that Mr. Ardisson « thanks his friends for their past patronage and has the honor to announce to them and to the public in general that he will resume his classes and private lessons on Monday 8 inst., including as heretofore French, Italian and Drawing.» Ardisson was still advertising in 1858. Also, on Sept. 3, 1856, Léonce Rabillon communicated that he « will resume his lessons in French and Italian the first week of September. He begs to inform the Principals at Institutions that he can dispose of a few hours in the morning.» Inasmuch as he was engaged to instruct in French at Johns Hopkins in 1876, it seems plain that he must have continued to teach Italian privately and in the secondary schools at least until that year.

WASHINGTON, D.C.

In the Nation's Capital Charles Kraitsir, later at the University of Virginia and still later as a private teacher in Boston and New York, ran the following announcement in the *National Intelligencer* for Sept. 14, 1839: " French, Italian and German Languages, Mathematics, Drawing. Dr. Charles Kraitsir, graduate of the University of Vienna, intends to inform the citizens of the District that he intends to give private lessons in any of the above branches of knowledge." With reference to the modern languages he stated that " His system will be found effective in enabling pupils to speak these languages." Among the other private teachers that inserted announcements in the *Intelligencer* are the following: Jan. 4, 1841: " A single gentleman (graduate of a Prussian University) " who identified himself as A.W. Smedding of Canonsburg, Pa., stated that he wished to teach French, Italian, Spanish and German in one of the academies or as tutor in college or in a private family. Oct. 12, 1842: " Mr. E. Bronowski, recently from Boston, Massachusetts, has determined to open a class for teaching the French. Italian and German languages. He has a new system that will enable the pupil to speak those languages in three months; his instruction is entirely new." Oct. 11, 1843: A Polish exile, W.S.S.I. Rawicz Gawronski, offered lessons in " guitar, singing, English, French, Italian and Spanish." A number of years later, according to the same paper, he was teaching modern languages and music at the Govanstown Female Academy in Maryland. Aug. 14, 1844: Under the caption " French and Italian Languages " Mons. Charton stated *inter alia* that " The Italian will be taught if required through the medium of the French or the French through the medium of the Italian." He is the author of the Chartonian System or *Méthode Naturelle Théorisée,* described in the issue of Sept. 1, 1845, as a course of practical pronunciation and conversational language for learners. Dec. 23, 1854: A D.D. Piane asserted that he did his teaching of French, Italian and Spanish based "on the best method." April 3, 1855: a "Gentleman" stated that he was available for instruction in "French, Spanish, Italian, German and other languages." Presumably, Battista Lorino, who had come from New York State to Washington in search of new teaching opportunities, (see *Intelligencer*, Nov. 8, 1855), engaged in private tutoring, instruction in some academy or both during the interval between his arrival at the Nation's Capital and his appointment in 1859 as Professor of Modern Languages at Maryland Agricultural College. On Sept. 19, 1854 the *Daily Union* (Washington, D.C.) carried an announcement to the effect that "A French, Italian and Drawing Teacher desiring employment in an academy or school or willing to divide his time among several will do himself the pleasure of attending the notices and applications of persons wishing to employ such teacher in obedience to any call addressed to A.B., Washington, D.C."

NEW ENGLAND

We have already mentioned Francis Vaidale of Tours who had offered himself as teacher of French and Italian in the Newport, *Rhode Island Mercury* for Oct. 3, 10, 17, 1774. Some years later (1789) another Frenchman, a Monsieur l'Abbé de la Poterie, announced in the Boston *Gazette and Country Journal* for July 13 that he would take pupils in French, Latin and Italian.[22]

When the modern language vogue began to spread in the nineteenth century the usual method on the part of the schools was to employ as teachers individuals already established as private instructors in their vicinity. Such was the case of Charles Folsom when he was appointed to give instruction in Italian to Harvard students in 1822. We do not know when he settled down in the Boston area, but it must have been some years prior to 1822, which would make him one of the first known teachers of the language in New England at the time.

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[22] See H.R. Marraro, "The Teaching of Italian..." op. cit. 122.

Folsom had several forgotten competitors who also deserve to be remembered. One of them was David Tyler who placed a notice in the *New England Palladium* for June 15, 1820 in which he offered " his respectful services to the Gentlemen of the Law, those of other Professions, and the Public in general as Professor and Translator of Modern Languages," that is, French, Italian, Spanish and Portuguese. Another was a Mr. Palioni, who advertised in the Boston *Columbian Centinel* for at least four months starting with Jan. 6, 1821. The advertisement addressed " To the Public " brings out that " Mr. Palioni, a native of Rome, but educated in Florence, from which place he has recently come, and where he practised the law for a number of years, has the honor to inform the inhabitants of Boston that he will commence giving lessons in the Italian language on the 8th of January at his residence in Marlboro Row, entrance No. 1, Milk, St.

Mr. P. flatters himself that he will be able to give a perfect knowledge of that beautiful language to those who will particularly attend his instructions.

Private lessons will be given to those who desire them at extra hours. For conditions please apply to Mr. P. and in reference to his merits to Rev. Dr. Jarvis, Boston St."

During the same month the *Centinel* carried several advertisements by N. Ciclitira who " respectfully announces that he will give instruction in the Ancient and Modern Greek and in the Italian Language. Unquestionable testimony of his qualifications can be given..." On July 14, 1821 the *Centinel* announced tutoring in French and Italian by Mrs. Mary Brooks. Somewhat later in the year a Mr. Artiquenave offered lessons in French and added that he was available for translations from the Italian, Spanish and Portuguese languages as well as French, which implies that he also tutored in them. On Sept. 28 of the next year the *Centinel* printed the following notice: " Mr. Christopher Salinas, educated in one of the most eminent universities of Italy, begs leave to offer his services in teaching his native language to the ladies and gentlemen of Boston and the neighborhood and hopes to give perfect satisfaction. On Sept. 23, 1823 the paper printed a notice by "A gentleman of classical education and literary habits" and a graduate of Harvard, who took it upon himself to impart instruction in French, Spanish and Italian. Still another announcement in the *Centinel*, Oct. 9, 1824, advised that F. Fales and his friends were offering, together with French and Spanish, tuition in Italian and Portuguese.

Between 1823 and 1827 Donato Gherardi taught Italian privately at Boston and Cambridge. He was the historian Bancroft's teacher, whose sister, Jane, he married in 1825, and was engaged by his future brother-in-law in 1824 to teach languages at the famous Round School in Northampton, Mass. Gherardi may have continued to teach in Louisiana where he settled down with his family in 1827.

It was in 1827 that Giacomo Sega (later in Philadelphia and Baltimore) advertised himself as a private teacher of Italian and Spanish in the *New England Galaxy* for April 6.

Since Pietro Bachi's teaching career is discussed in detail in the section on Harvard University, we shall only add here that besides instructing in Italian in several of the private schools, he also taught privately as brought out in an advertisement in the *Columbian Centinel* for Jan. 19, 1828. As to several of Bachi's comrades in exile who had come to America contemporaneously with him, we learn about them in a report made by the Director General of the Police of Palermo to General Marchese delle Favere on eighteen letters which had arrived from Boston on Sept. 15, 1823. The document unexpectedly reveals the names of two of these Sicilian revolutionaries who besides Bachi (Batolo) were earning their living in the area as private teachers, Serretta and Attinelli. "Gli anzidetti profughi ed ancora il profugo Massa, vivono non molto felicemente in diversi Paesi d'America, cioè Batolo in Boston, Serretta ed Attinelli in Salem, e Massa in un'altra città. Si ricava che i primi si procurano stentatamente la sustinenza dando studio in lingua italiana."[23]

In 1842 Attinelli was living in New York where he was a teacher in a free Italian school directed by Prof. Foresti (see Mazzini, *Scritti editi ed inediti*, Imola, 1927, vol. XXIV, 25-26). As for Massa [Ferdinando], he had taken up residence in that city much earlier earning his livelihood as a teacher of French and Italian (see New York *American* for Oct. 23, 1826).

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[23] See S. Eugene Scalia. "Figures of the Risorgimento in America: Ignazio Batolo, Alias Pietro Bachi and Pietro D'Alessandro." *Italica*, XLII (1965), 318-19.

" A Card " in the Boston *Daily Advertiser and Patriot* for May 25, 1832 reveals that " Mr. Bianchini, a native of Italy, and properly qualified by education offers to give lessons in the Italian language. Being equally well-versed in the French and Spanish Languages, he is equally well-qualified to give instruction in either. He will attend his pupils at their houses." Between 1835 and 1845 he was a language instructor in the U.S. Naval Schools at Norfolk and Boston.

The following announcement appeared in the Boston *Transcript* for Sept. 3, 1833: " Private Tuition." H.B. Graduate of an English University showed himself to be " desireous of receiving a few pupils for instruction in the Greek and Latin Classics, Mathematics by the most approved system, the English, French and Italian Languages, Drawing and general routine education."

It was on March 16, 1833 that the young poet and patriot Pietro D'Alessandro disembarked at Boston where " Although no friend with beating heart was there to welcome me, I stooped reverently to kiss the land of liberty, and felt for the first time that I, too, was a man," as he states in a letter that was written soon after landing, which happens to be one of five published in the December 1842 *Southern Literary Messenger* in an English translation by the Italophile, Henry T. Tuckerman, under the title " Letters of An Italian Exile."

D'Alessandro had come from Palermo where he was probably born, and had been a member of a group of patriotic youths known as " l'ardita falange." When he reached the Massachusetts capital he was 21 or 22 years old, a typical Romantic figure, full of melancholy and ennui and a worshipper of Foscolo, whose Jacopo Ortis he emulated at this moment by using exile as a means of expressing his aversion to tyranny in his homeland. Unlike other expatriates he arrived with some knowledge of English, a language that as the result of the Anglomania which had swept the continent in the twenties and thirties, was enjoying a period of great vogue in Sicily.

It took a year before he was able to earn a decent living, but thereafter he was able to do so well that it was possible for him to return to his native city in 1835 and several times thereafter. This came about when he supplemented his meagre earnings as a private teacher of Italian by engaging in the brokerage business. He finally left the United States for good after a residence of ten years.

He had continued his contacts with " l'ardita falange," and when in consequence of the insurrection of 1848 at Palermo four of its members, Amari, Castiglia, Mariano Stabile and Francesco Perez, were elected to the Sicilian House of Commons D'Alessandro became a " capo ripartimento " in the Ministry of Foreign Affairs. However, the city was compelled to surrender to the Bourbon forces within a few months and the leaders of the insurrection either fled or were arrested. It was doubtless because D'Alessandro had taken part in the patriot movement in a mild sort of way that he had remained unpunished. Nevertheless, he chose voluntary exile in April 1849. He died at Malta in 1855.

Perhaps a word more should be added about his poem, *Monte Auburno,* published in Cambridge in 1833 and written to commemorate the consecration as a cemetery of a beautiful woodland tract just across the Charles River known as " Sweet Auburn." It is inspired by and shows strong traces of Foscolo's *Sepolcri.* It is the first long piece of original poetry in Italian (319 lines in blank verse) to be printed in America. One of its readers who reviewed it in the *New England Magazine,* VIII (1835) refers to the poet's " delicate sensibility, to his moral associations and the tender reflections belonging to the sacred spot..." " The verse flows along with beautiful harmony," according to the reviewer and the descriptions " are wrought up with strict truth to nature and an exquisite selection of picturesque parts." And he continues saying that lovers of the beautiful would enjoy this " touching tribute to the unrivaled

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charms of a spot, already consecrated to the holiest associations of the human heart."[24]

Francis-Maria-Joseph Surault had been appointed by Ticknor to handle instruction in the French language at Harvard. He had appointed Bachi to an instructorship in Italian at the same time.

In 1835 Surault published an *Easy Grammar of the French Language for Use of Schools and Colleges,* which was followed by a companion-volume bearing the title: *An Easy Grammar of the Italian Language for Use of Schools and Colleges* (Cambridge, Mass., Boston, 1835 reprinted, Boston, 1841). In his "Advertisement" he announces that he has tried " to present in a clear and concise form, and to illustrate by sufficient examples, all the rules, which are required to be learned by the student, in order to master the language, and gain access to its literary treasures." The book is a massive assemblage of phrases and short sentences illustrative of the grammar rules. The imperfect knowledge of Italian that it displays caused his colleague Bachi to print a sharply critical review in the *New England Magazine* for June 1835 consisting of fifteen pages. Surault ineffectively tried to defend himself in a sixty-page pamphlet captioned *Grammatical Dissertation of the Italian Language* (Boston, 1835), where he not only refused to admit that he had made many mistakes, but also launched a violent personal attack against Bachi. The latter's rebuttal consisting of thirty-five pages was printed in the October number of the *New England Magazine.*[25] Despite its obvious deficiencies it has been surprising to see it indicated in so many school catalogs of the forties, fifties and even sixties as the basic text in elementary Italian. It was, of course, also utilized by its author for his own instruction. Surault proved to be unsatisfactory as instructor in French at Harvard and was forced to resign in

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[24] Another book of verse: *Romanze,* was published in Boston in 1838, while his *Poemetti di Moore e Coleridge* were printed in Genoa in 1851. For an extensive treatment of D'Alessandro's life, see Scalia, op. cit.

[25] Angelina La Piana in her *La cultura americana e l'Italia.* Torino, 1938, 101-02, provides further details.

1838. From 1848 to 1859 we find him in Philadelphia teaching several languages, among them Italian.[26]

Levina Buoncore (later Mrs. S.R. Urbino) was unquestionably one of the most accomplished women in New England during the nineteenth century. *The Boston Directory and City Record* lists her as a language teacher in the city from 1835 to 1852, which doubtless represents only a segment of her teaching career. The following books registered under her name in the *Library of Congress Catalogue* will convey some idea of her versatility: *Sunshine in the Palace and Cottage or Bright Extremes in Human Life* (Boston, 1854); *Biographical Sketches of Eminent Music Composers* (Boston, 1860); *Art Recreations: Being a Complete Guide to Pencil Drawings, Oil Paintings, Mass Work, Papier Maché, Wax Work, Shell Work, Enamel Painting* etc., Splendidly illustrated (Boston, 1860); *L'instructeur de l'Enfance: a First Book for Children* by L. Boncoeur (New York, 1864); under the name of Cuore an *Italian Conversation Grammar* (Boston, 1865), a text widely used in our schools, and *An American Woman in Europe. The Journal of Two and a Half Years of Sojourn in Germany, Switzerland, France and Italy* (Boston, 1869). An announcement in the *Daily Evening Transcript* for Nov. 21, 1840 reveals that Miss Buoncore had a " School at No. 2 Temple " in which she instructed young ladies " in all the branches of the English language." The story of her life deserves further investigation.[27]

Antonio Gallenga (Luigi Mariotti) has left us with a most interesting account of his residence in this country, his *Episodes of My Second Life*. Vol. I. *American Experiences* (London, 1884). He was born in 1811 in Parma. While in attendance at the University of Parma he took part in the Risorgimento movement. He was active during the insurrection of the Emilian provinces in 1830 as a conspirator and combatant. Following the failure of the uprising he went into exile in France, Corsica and Switzerland for several years, smuggled himself back into Italy under the assumed name of Luigi Mariotti, embarked at Naples for Malta, where he spent eight months, and from there went to Morocco where he spent a year. While in that country John Madison Leib, United States Minister in Tangier, on learning that he wished to come to America gave him letters of introduction to Edward Everett, Governor of Massachusetts, and Josiah Quincy, President of Harvard, where Leib stated that he knew that at the University they were « anxious to create a professorship of Italian literature » (op. cit. 18). When he arrived in Boston in 1836 he was told that Leib had misinformed him since Bachi was already teaching there. However, he remained in the area as a private teacher of Italian in Charlestown, Boston and « the neighboring towns of Salem, Lowell etc. to which I travelled almost every day in the week, either by rail or horseback, or, as winter set in, by sledge, my great delight being to ride or drive those incomparable long-legged New England Trotters, warranted to carry me at the rate of twelve miles an hour » (p. 138). Among his pupils were Governor Everett and his two daughters. In the Boston *Evening Transcript* for Sept. 2, 1837 we see him advertising as Mr. L. De Mariott who « from Italy offers himself to the public as Teacher of Italian and French and Spanish in schools and private classes. Mr. De Mariott is permitted to refer to Hon. Edward Everett his former employers and Hon. Josiah Quincy, President of Harvard University.» With the support of such outstanding public figures there is scarcely any doubt about his being able to attract a goodly number of pupils.

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[26] Surault advertised rather regularly in the *American and U.S. Gazette* and other Philadelphia papers from 1848 on.

[27] Though in the advertisement of the Boston " Foreign Bookstore " appearing in the *Transcript* in 1857 an initial is lacking, there is a strong likelihood that its owner, S. Urbino, is the same person as S.R. Urbino, her husband.

For a brief period he was « Professor of Modern Languages » at the Harvard Young Ladies Academy in Cambridge. He also gave a series of lectures at the Cambridge Town Hall, which were later repeated at New Haven, Providence and Springfield, Mass. « They aroused such enthusiasm » he tells us « that I had more applications for private lessons than I could attend to » (p. 294). He also wrote several articles for the *North American Review* and *Christian Examiner* at this time. Tired of tutoring, teaching in the academies, writing and lecturing, he decided he would like an appointment at Girard College in Philadelphia, and so, armed with a letter of recommendation from Governor Everett, he presented himself to Nicholas Biddle, one of the trustees. He was curtly rebuffed. Within a fortnight he was back in Boston and environs where he resumed his private teaching. A trip to the West as far as Nashville on the advice of his mentor, Governor Everett, was disappointing, and once more we find him back in Boston, but only for a few months. He returned to Europe by way of England in May 1839. He died in 1895.

Besides the *Episodes...* Gallenga wrote a score of books—poetry, short stories, history and travel, all of which were published in London between 1841 and 1884. In the course of his teaching in the United States he prepared *Mariotti's Italian Grammar* (2nd. ed. Boston, 1858) which was adopted as a text in many of our colleges and secondary schools.

Gaetano Lanza, father of the famous scientist, Gaetano Lanza, who taught mechanical engineering at the Massachusetts Institute of Technology for many years, appears in the Boston directories and newspaper announcements as a teacher of French and Italian from 1840 to 1858. He tutored at his home and was engaged to teach in several private schools. In 1858 he was appointed instructor of Italian at the University of Virginia and stayed at that rank until 1861. He must have continued to live in Charlottesville very likely earning his livelihood as a private teacher, since in 1867-68 his name re-appears in the curriculum announcement of the University as a *Licentiate,* that is, tutor.

In the *Transcript* for Nov. 10, 1847, a " Young lady who for several years has been a successful teacher " offers her services in " English, French, elements of Italian, music..."

Luigi Monti, immortalized by Longfellow in his *Tales of the Wayside Inn,* taught Italian as a private teacher in Boston and vicinity and in New York, in the private schools of Greater Boston and at Harvard University (1850-1859).[28] One of a series of announcements which he placed in the *Transcript* commencing with Sept. 13, 1854, is captioned « Instruction in Italian and Class in Dante, » a rare if not a unique combination.

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[28] More details on Monti appear in the section on Harvard and the one on the secondary schools in Massachusetts.

Other private instructors who advertised in the *Transcript* were P.A. Luján, « A Spanish Gentleman, » who used Longfellow as a reference, and who offered to teach French, Spanish and Italian « by the most simple method in which he will insure to his pupils a very rapid improvement and a true native pronunciation of the languages they may learn » (Aug. 23, 1853); Mr. D.E. Lara, with experience in the Liverpool schools, offered to give lessons in French, Spanish, Italian and Portuguese (Nov. 9, 1853); J.B. Fontana, who taught only Italian, ran advertisements in the paper from 1854 through 1857; M. Abecasis advertised instruction in French and Italian (Aug. 30, 1854); to French and Italian, Dr. Anton Fuster, formerly from Vienna, added German, Russian, Greek and Latin (Nov. 7, 1854); « Professor » A.G. Alexander offered to teach French, Italian, Spanish and German (Aug. 15, 1859); Mlle Marie Hartknock solicited « Private pupils » in French, German and Italian (Oct. 5, 1859).

From 1855 through 1867 the *Boston Directory and City Record* lists a C. Landeyt as a teacher of Italian.

A clipping in the Essex Institute from an unidentified Salem paper published in 1831, reveals that G. [William] Strozzi had set himself up in the town as a teacher of French, Italian and Spanish. Also deposited at the Institute is a handbill or school prospectus dated Salem, Jan. 15, 1860, in which Hermann Krüsi, a former instructor in Switzerland, Germany and England with six years of residence in the United States, in which the advertiser announced the opening of a « School of Modern Languages » offering courses in German. French and Italian.

In Lowell there was M. L. De Bonneville who announced himself as a teacher of French, Italian and Spanish in the Lowell *Courier* for Mar. 14, 1839.

One of the private teachers in nearby Rhode Island urbanely introduced himself to the readers of the Providence *Daily Journal* for Sept. 27, 1844 in the following terms: « Signor

Gaetano Achille Biundi presents his compliments to his friends and the public in Providence and would announce that he proposes to take a few pupils in the Italian and Spanish languages, also on the guitar."

The American stay of Gaetano Castiglia (De Castillia), another political exile, was limited to three years, 1836-39, after which he returned to his native Italy. There is a letter in the Pennsylvania Historical Society archives dated New Haven, Feb. 10, 1837, addressed to his friend, Theodore Dwight then living in New York, which informs him that he was teaching one private class in Italian in New Haven, another in the " collegio Apthorp " and that he was expecting to have two more. He later became a Senator in the Italian Parliament. In Connecticut before Castiglia we find Joseph De Novis who supplemented his private teaching by functioning as instructor in French, Italian and Spanish at Washington (later Trinity) College in Hartford. In the New Haven *Palladium* for Sept. 21, 1847 Luigi Roberti announced under the caption " French and Italian " that he " having returned to New Haven (i.e. *from Philadelphia*) to resume the duties of his profession will give instruction in the above languages both in schools and privately."

ELSEWHERE

In Virginia a Mr. Cavidali was teaching architecture at Norfolk in 1816. Some years later he shifted to the teaching of Italian and French. In Richmond, at about the same time, Ferdinando Iosovazzi and Carlo Deharo were giving instruction in French, Italian and Spanish.[29] As announced in the Washington *National Intelligencer* for July 19, 1828, a Mrs. James Thornton of Thornton Gap, Culpeper County, seventy miles from Washington, states that she " will receive four or five boys as boarders " and that a Mr. Smith, educated at Harvard " will prepare young gentlemen to admission to any seminary. Mr. Smith," the notice continues, " is also acquainted with and teaches the French, Italian and Spanish languages." Isadore Guillet, who had been a resident of the city at least since 1841, placed the following bit of news in the Richmond *Enquirer* for Oct. 11, 1847: " Mr. Isadore Guillet has returned to Richmond where he will resume his duties as instructor in the French, Italian, Spanish and German languages." After resigning from his Princeton professorship in 1843, Benedict Jaeger took up residence at Alexandria, at which time he announced himself as a private teacher of French, German and Italian in the *Alexandria Gazette and Virginia Advertiser* for Aug. 29.

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[29] On these three individuals see G. Schiavo, *Four Centuries of Italian-American History*, op. cit. 266.

In Virginia's southern neighbor, North Carolina, Mr. and Mrs. Sambourne, teachers of music in Raleigh, advertised in the Raleigh *Minerva* for Nov. 26, 1807, that they were prepared " to instruct a few Young Ladies who have finished their Education at the Academy in all or any of the ornamental branches of Education," which included French and Italian. On Dec. 14, 1808 they gave notice in the Raleigh *Register* that " If desired, Mrs. S. will instruct a few pupils in French, Italian and Drawing." In the *North Carolina Standard* for Mar. 13, 1835 Mr. A. Hart of Windsor, an " English Gentleman," offered to teach French, German, Italian and Spanish in addition to Greek and Latin.

At least as early as 1824 a Mr. Carvidaly began to teach French and Italian at Charleston, South Carolina. In a Charleston *Evening Mercury* notice for Jan. 13, 1825 he identified himself as " formerly professor of the French and Italian Languages for ten years in the Lyceum and member of the School of Public Instruction in Bordeaux." He further declared that " in his mode of instruction he will rigidly adhere to the original purity and grammatical construction of the languages and to the most fashionable and improved standards." His name is evidently a misprint for Cavidaly, which would make him the same person has the one who had previously taught privately at Norfolk, Va. He was still giving instruction to Charlestonians in 1835. Col. Colonna D'Ornano advertised in the Columbia *Telescope* for

Jan. 13, 1826, that he was ready to furnish to residents of Columbia instruction in French, Italian and Spanish. Another established resident of Charleston was P. Menard who in the *Mercury* for April 2, 1829 announced that he was available to " young gentlemen " as a teacher of English, French, Italian and Spanish. At the same time he made known to his future patrons that " From his mode of instruction and the experience he has acquired by a long course of practice, he flatters himself that he has it within his power to enable an intelligent scholar to read, write and translate tolerably any of the preceding languages in three months, even the French, which he considers the most difficult." Both Cavidaly and Menard had some competition from a " Lady " who advertised tuition in French, German and Italian (*Mercury*, May 16, 1834).

Christopher Salinas, whom we have already met as far back as 1822 as a teacher in Boston, had taken up residence in Charleston in 1841 and there became the organizer of one of the *congreghe* of the Giovane Italia.[30] Presumably he continued to be engaged in private teaching. Later, in the Charleston *Courier* for Jan. 1, 1859, another Italian, Giulio Posi, announced that he " will resume his private classes in Italian, the Classics, Mathematics &c on Monday the 3d inst."

In Savannah, Georgia, in the Deep South, Miss Victorie Boudet, tutoress, was giving lessons in singing, French, Italian and English as early as 1820.[31] H. Masson, also from Savannah, combined teaching in the academies with private instruction.[32]

From Natchez, Mississippi, two teachers advertised instruction in the language in the Natchez *Semi-Weekly Courier* for 1850—Mme Angela Cykoski (Oct. 11), and Isadore Guillet, who had been in Richmond, and who now announced that he was to be permanently located in the city (Dec. 20, 1850).

Mention has already been made in the section on

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[30] Cf. Mazzini. *Scritti editi e inediti*. Imola, 1923. Vol. XX, 104.

[31] See Haywood S. Bowden. *Two Hundred Years of Education: Bicentennial: 1733-1933. Savannah, Chatham County*, Georgia (Richmond, Va., 1932).

[32] Cf. the *Daily Morning News*, Oct. 29, 1855.

Philadelphia of the private teaching in Lexington, Kentucky, on the part of Samuel Constantine Rafinesque between 1819 and 1825 and of William Strozzi who instructed in the language for an indefinite period starting with 1854. Between these two men there was at least one other private teacher of Italian in Lexington. He was Professor Cardello, " an artist and classical scholar, late from the city of Rome, Italy," who stated that he was " prepared to give instructions in the Italian and French languages, and drawing and painting, in oil and water colors, every afternoon in the week " (cf. Lexington *Intelligencer,* Oct. 30, 1835).

With respect to Cleveland, the Sept. 2, 1853 issue of the *Plain Dealer* carried the following announcement: " Rare occasion to become acquainted with several European Languages without great expense. The undersigned (i.e. F. Lombardini) obliged to leave his native country to avoid persecution from the despotic government of Italy and who has become acquainted with the English language from his late residence in Cleveland, desirous to get a situation is willing to make himself generally useful in any way within his power and give if wanted instruction in the Italian, French, German and Dutch languages."

One of the private teachers at Columbus, Ohio, was Carlo De Haro. The languages he taught were Italian, French and Spanish (see *Ohio State Journal and Columbus Gazette,* Jan. 5, 1833). Later, another teacher-resident of Columbus, George Willie, offered instruction in Greek, Latin, French, German and Italian (id. Aug. 15, 1848).

Finally, when we move over the Rockies to California, we find that as early as 1850 Italian was taught in San Francisco together with Spanish, French and English by M. Rodriguez Palmer, a fact which has been noted by Julia Altrocchi in her *The Spectacular San Franciscans* (New York, 1949, p. 64).

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In estimating the number of early private teachers of Italian one should, in addition to the names cited above, also take into account the names of uncited language instructors in the colleges and secondary schools, most of whom engaged in tutoring to supplement the inadequate stipends that they were receiving. Once this is done it will become apparent that private teaching of Italian at this time was a rather lucrative enterprise that had a spread covering a considerable part of the United States. It is a concrete demonstration of the fact that where the language was available and was unhampered by the formality of academic requirements, there were plenty of culture-minded persons who freely chose to study it.

CHAPTER IV

ITALOPHILIA OF THE AMERICAN INTELLECTUAL ELITE DURING THE NINETEENTH CENTURY

The attraction of eminent men and women to a foreign language often reflects the cultural value of that language in the intellectual clime of their times. In the case of Italian this value had already begun to become evident in the last half of the Eighteenth century.

One of the first to show a keen interest in it was Thomas Jefferson. In a paragraph in her *Jefferson: The Road to Glory, 1743-1776.* New York, 1943, Marie Kimball notes that "The earliest books we definitely know Jefferson to have owned, aside from the forty-odd he inherited from his father, are those whose purchase is listed in the daybook of the *Virginia Gazette...* As always, they reflect what was preoccupying him at the moment. In the early days of 1764 he seems to have been deep in the study of Italian. On February 4 he bought Baretti's *Italian-English Dictionary, Della Istoria d'Italia* [Guicciardini] in two volumes, Davila's *Guerre civili di Francia,* the *Opere di Machiavelli,* likewise in two volumes. Apparently he put the books to good use, if we may judge from the remarks to Philip Mazzei, the Italian doctor who came to Virginia in December, 1773, in an attempt to introduce the cultivation of the grape and the olive in the colony. 'Jefferson knew the Italian language very well,' Mazzei says, 'but he had never heard it spoken. Nevertheless, speaking with my men (Tuscan vignerons) he understood them and they understood him. I was impressed by their demonstrations of joy at the circumstance.' (p. 107).

Since in 1764 Jefferson was attending the College of William and Mary, it would not be unlikely to conjecture that he was tutored in Italian by a member of the college faculty. Among his boyhood notebooks there are copies of poems by Metastasio and snatches from Tasso's *Gerusalemme* and the *Aminta.*

The catalog of the library he took with him to Europe in the spring of 1783, consisting of 2640 volumes, does not list any in Spanish or German, only in French, Italian, Greek and Latin aside from books in English.

During the time he was American minister at Versailles he was led to make some curious statements about anyone's ability to speak foreign languages correctly. In a letter to Thomas Mann Randolph, dated Paris, July 6, 1787, he writes: " These three languages [i.e. French, Spanish and Italian] being all degenerations from the Latin [the current theory at the time] resemble one another so much that I doubt the possibility of keeping in the head a distinct knowledge of them all. I suppose that he who learns them will speak a compound of the three and neither perfectly." [1] In another letter he repeats the same opinion with an additional observation on Spanish. " 1. Italian. I fear the learning of this language will confound your French and Spanish. Being all of them degenerate dialects of the Latin, they are apt to mix in conversation. I have never seen a person speaking the three languages who did not mix them. It is a delightful language, but late events having rendered Spanish more useful, lay it aside to prosecute that." Of course, the great man's expressed preference for Spanish stems from a utilitarianism that was so characteristic of him at this time. That he exempted himself from this advice becomes clear from a perusal of the lists of books that formed his library, which show that his own personal interest in Italian never waned. Inveterate lover of books that he was he could not be expected to refrain from purchasing some during his trip to Italy in 1787,[3] and he must have continued to buy not a few thereafter. One that can be dated is Mengotti's *Il colbertismo,* which won the prize of the Accademia de' Giorgiofili in 1791. The title appears among the books offered to the Library of Congress after it was burned by the British in 1814.[4] Incidentally, out of a total of some 4,900 volumes listed in it there are 111 Italian titles. These are from his first great library. Many other titles can be found in his second library,[5] and in his third, the largest, assembled at the expense of the University of Virginia.[6]

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[1] *The Writings of Thomas Jefferson.* Vol. IV (1783-1787). New York, 1894, 405-06.

[2] Op. cit. 426.

[3] *Memoranda Taken on a Journey from Paris into the Southern Parts of France and Northern Part of Italy in the Year 1787. The Writings of Thomas Jefferson.* Washington, D.C., 1906. Vol. XVII, 153-236.

Jefferson's attachment to things Italian is not only demonstrated by the books he owned and read. He was instrumental in having Charles Bellini appointed first professor of Modern Languages, including Italian, in 1779, at the College of William and Mary. His beautiful mansion, Monticello, whose surrounding gardens he tended with the aid of Italian treatises, is built in Palladian Doric. He adorned its interior with specimens of Italian art. His high regard for Italian craftsmen resulted in Washington's public sculpture being controlled by a few Italian immigrants until 1832 when Horatio Greenough, incidentally, a pupil of Thorwaldsen in Rome, became the first American sculptor to be given a public commission by an act of Congress. When Pierre L'Enfant was planning the District of Columbia, Jefferson lent him the street plans of Turin and Milan which he had purchased in these cities. His collection of Italian music was extensive. He took violin lessons for several years under Francis Alberti. As a member of an informal music group he played Corelli, Tartini, Vivaldi and perhaps Boccherini at Governor Fauquier's residence as Eleanor Davidson

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[4] See *Catalogue of the Library of the United States. To which is annexed a copious index, alphabetically arranged. Washington.* Printed by Jonathan Elliot, 1815.

[5] See *A Catalogue of the Extensive Library of the Late President Jefferson.* Washington, 1829.

[6] Cr. William Peden, "Some Notes Concerning Thomas Jefferson's Libraries." *William and Mary Quarterly.* Vol. I, 3rd ser., July, 1944, 265-72.

In the Princeton University Library, incidentally, is a large correspondence in Italian from men who wrote in that language to him, such as Mazzei and Bellini.

A factor which further stimulated the great president's interest in Italian was his romance with the beautiful and talented Anglo-Italian, Maria Cosway, which began in 1786. See *My Head and My Heart: A Little History of Thomas Jefferson and Maria Cosway* by Helen Duprey Bullock (New York), 1945.

Berman brings out in her *Thomas Jefferson Among the Arts: An Essay in Early American Esthetics*. New York, 1947, 177, no doubt performing on his Amati violin. In his ardent enthusiasm for whatever was Italian he was certainly the most complete American Italianate of his time.

JOHN ADAMS: John Adams began to take an interest in Italian in 1778 when he went to Paris to represent Congress at the Court of France. He used as his grammar Veneroni's well-known *Le maître italien* and also acquired the *Dictionnaire italien-français et français-italien* by the same author. The presence of his good friend Philip Mazzei in the French capital in 1780 proved to be a further stimulus. From him at the time he probably borrowed the *Vocabolario della Crusca* and Baretti's *Dictionary of the English and Italian Languages*. In 1787 he proudly announced to Jefferson that he was doing his reading exclusively in Italian. This was the period when he was preparing his *A Defence of the Constitution of the Government of the United States of America* for which he used a large number of Italian studies that already formed a part of his library. The knowledge of Italian that he had gained was good, but as in the case of French it had its deficiences.[7]

JOHN QUINCY ADAMS: When John Adams went to Europe he was accompanied by his oldest son, John Quincy, and it may well be that the precocious boy studied Italian in the course of his stay there. His reading of Ariosto's *Orlando furioso* some twenty years later furnishes proof of a broad acquaintance with the language.[8]

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[7] For fuller information see Alfred Iacuzzi's informative *John Adams Scholar*. New York, 1954, pp. 12-16, 34-36, 94-125.

[8] Cf. Samuel Flagg Bemis: *John Quincy Adams and the Foundations of the American Foreign Policy*. New York, 1949. Vol. V, 87. Incidentally, the pro-Italian link established by John Adams remained in the illustrious family for at least two more generations. John Quincy's son, Charles Francis, lived for a time in Italy and as editor of the *Defence...* shows that he knew enough Italian to correct its imperfections. Young Henry Adams, who visited the country in 1859 summarized the meaning the trip had for him in these words: " Further on these lines, one could not go. It had but one defect—that of attainment. Life had no richer impression to give; it

There were, of course, other highly-placed political figures who were conversant with Italian among them Edward Everett, governor of Massachusetts, J. L. Chamberlain, governor of Maine, Charles Pinckney and Edward Rutledge, governors of South Carolina and Senator Charles Sumner.

These personages were soon joined by an increasing number of eminent men in other fields, especially during the first half of the nineteenth century when Italy had taken on a more pronounced significance for the American people. Italian architecture, painting, sculpture, music and literature then became the objects of their passionate admiration and with it came a keen desire to forge a more intimate link with Italian culture through study of the Italian language. Many learned their Italian during prolonged sojourns in Italy while many others were able to study it as a regular or optional course in the colleges and secondary schools or under native and American tutors. We have mentioned Longfellow, Oliver Wendell Holmes, James Russell Lowell, David Thoreau and Edward Everett Hale in connection with our accounts on Bowdoin and Harvard. The list can now be extended here to include Emerson, Hawthorne, Margaret Fuller, Harriet Beecher Stowe, Julia Ward Howe, Prescott, Bancroft in New England, William Cullen Bryant, Washington Irving, Fitzgreene Halleck in New York and Edgar Allan Poe and William Gilmore Simms in the South. In discussing them we shall here and there add a few details on their study of Italian and give other information that may seem pertinent.

EMERSON: Ralph Leslie Rusk in his edition of *The Letters of Ralph Waldo Emerson*. New York, 1939. Vol. I, xlvi, 91f, 364, is inclined to believe that Emerson « had some guidance in the study of Italian before he sailed on his first voyage to Europe, that is in December 1832, and suggests further that his lessons in Italian may date back to his undergraduate days. « At any rate, it is clear.» Mr. Rusk continues,, « that by the time he arrived

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offers barely half-a-dozen such, and the intervals seem long. (Quoted in Paul R. Baker: *The Fortunate Pilgrims. Americans in Italy*, 1800-1860, Cambridge, Mass., 1964, 3.

in Sicily about February 23, 1833, he had made an effort to learn the spoken language." He was primarily attracted to Dante and has given us the first complete translation of the *Vita nuova* in English.[9] He had read the *Promessi sposi* and preferred it to any other novel of that period.[10] Franklin B. Newman in "Emerson and Buonarroti." *New England Quarterly,* XXV (1952), 524-25, shows that Michael Angelo made a deep impression on him as revealed in the comments of his *Journals,* his essay on the Italian genius, four versions of his sonnets, their common interest in Neo-Platonism and Michelangelo's influence upon "The Problem." As regards other Italian writers the chronological range of his reading though continuous was narrow and his opinions on them have a limited critical value.[11]

HAWTHORNE: Sophia Peabody became engaged to Nathaniel Hawthorne in 1839 or 1840. They were married in 1842. She had studied Italian in 1828 or shortly thereafter. As to Hawthorne, his son makes it clear that he already knew the language by 1857 since at that time both his father and mother studied it in preparation for a prolonged stay in Italy (1858-1859). He showed some knowledge of Dante as early as 1835, and, if he had no acquaintance of the language then, he might have acquired it a short time later as the result of the interest taken in it by Mrs. Hawthorne and his many contacts with the members of the Italianate group in Boston and vicinity.[12] A direct product of his Italian residence in the *Marble Faun,* for which he draws extensively on his *Italian Notebook.* "Hawthorne's real purpose in writing the novel," says John A.

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[9] See J. Chesley Mathews. "Emerson's Knowledge of Dante." *The University of Texas Studies in English,* 1942, especially "A Note on Emerson's Knowledge of Italian," pp. 196-98. Prof. Mathews in *Harvard Library Bulletin,* XI (1957), 208-362, has edited the *Vita nuova* with a fine introduction. A new annotated edition of the translation was prepared by him for the University of California Press, 1960.

[10] See John T. Flanagan. "Emerson as a Critic of Fiction." *Philological Quarterly,* XV (1936), 30-45.

[11] See Emilio Goggio. "Emerson's Interest in Italy and Italian Literature." *Italica,* XVII (1940), 97-103.

[12] Cf. J. Chesley Mathews. "Hawthorne's Knowledge of Dante." *University of Texas Studies in English* (1940), 157-165.

Huzzard in " Hawthorne's *Marble Faun.*" *Italica,* XXXV (1958), 120, " was to re-create for his readers, many of whom had never been to Europe and were not likely ever to go, the profound impression that Italy had made on him; he hoped to immortalize his own personal journey through this modern Paradiso, which had affected him so strangely and so unexpectedly, and which had aroused his creative faculties, after a long period of sterility."

PRESCOTT: William Hickling Prescott (1796-1859) was one of the foremost historians of his time. His works, all of them outstanding, are the *History of the Reign of Ferdinand and Isabella* (1837), *History of the Conquest of Mexico* (1843), *Conquest of Peru* (1847), *History of the Reign of Philip II* (unfinished). With their heavy stress on the dramatic aspects of history they still enjoy a considerable popular appeal. His friend, George Ticknor, has given us a detailed biography of the man in his *Life of William Hickling Prescott.* Boston, 1864. Here we are told that Prescott entered the Dummer Academy run by Dr. Gardiner, Rector of the Trinity Church in Boston. There, together with his chum, William H. Gardiner, son of the Doctor he " took private lessons of other teachers [that is, teachers other than Dr. Gardiner, who gave instruction only in Greek, Latin and English] in arithmetic and writing; but made small progress in either. They played, too, with French, Italian and Spanish, but accomplished little; for they cared nothing about these studies, which they accounted superfluous, and which they pursued only to please their friends... They learnt, indeed, the slight and easy lessons set them, but were careful to do no more, and made no real progress " (op. cit. 10).

Prescott spent part of 1816 in Italy. In the autumn of 1823 he began to give serious attention to Italian, reading widely and taking copious notes. " At different times he even thought of devoting a large part of this life to its study; and, excepting what he has done in relation to Spanish history, nothing of all he has published is so mature and satisfactory as two articles in the *North American Review,* one on " Italian Narrative Poetry," published in October 1824, and another on Italian Poetry and

Romance," published in the *Review* in July 1831.[13] The articles are excellent and show with a few cautious qualifications that Prescott had a great admiration for Italy and Italian culture. Nevertheless, " Italian Narrative Poetry " aroused the wrath of Lorenzo Da Ponte who published an eighty-page diatribe against it in a pamphlet entitled *Alcune osservazioni sull'articolo pubblicato nel North American Review il mese di ottobre 1824.* New York, 1825. Prescott answered courteously and effectively refuted in detail the animadversions of Da Ponte who " had not understood or had not been willing to understand many pages " of the study.

Speaking of the autumn of 1824 and the spring of 1825, Ticknor reports that " an accomplished Italian exile [Bachi] was in Boston, and, partly to give him occupation, and partly for the pleasure and improvement to be obtained from it, I invited the unfortunate scholar to come three or four times a week and read to me from the principal poets of his country... Prescott joined me in it regularly, and sometimes we had one or two friends with us. In this way we went over large portions of the *Divina commedia,* and the whole of the *Gerusalemme liberata,* part of Ariosto's *Orlando furioso* and several plays of Alfieri. The setting was very agreeable, sometimes protracted to two or three hours, and we not only had earnest and amusing, if not always very profitable, discussions about what we heard, but sometimes we followed them up afterwards with careful inquiries. The pleasure of the meetings, however, was their great attraction. The Italian scholar read well, and we enjoyed it very much " (op. cit. 71). Nevertheless, the new interest that Prescott took in Italian did not last very long. It was superseded by his studies in Spanish and Spanish-American history, on which he spent the remainder of his life.

BANCROFT: Another historian of note attracted to Italian was George Bancroft, author of the monumental *History of the United States From the Discovery of the American Continent.*

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[13] This essay had actually been written at about the same time as the other article and was to have been printed in an English periodical. See Ticknor, op. cit. 233.

He spent nine months in Italy between October 1821 and June 1822, and during his stay learned enough Italian to be able to converse in it.[14] On his return to America he became tutor of Greek at his alma mater, Harvard, and with J. G. Cogswell, established the famous Round Hill School at Northampton, Mass. in 1824. This coincides with the year that, according to Lorenzo Da Ponte, a Florentine political refugee, Donato Gherardi became Bancroft's Italian tutor. Gherardi also taught at Round Hill.[15] In 1825 he married Fanny, the future historian's sister.

MARGARET FULLER: Margaret Fuller, a close friend of many famous literary men of her day, Emerson, Channing, Thoreau, Hawthorne, etc., was the chief feminine apostle of transcendental thought and the most outstanding American woman of her time. She already knew Italian fairly well in 1825 while she was in attendance at the school run by the Misses Prescott at Groton, and regularly spent two afternoon hours reading in the language.[16] While teaching courses at Bronson Alcott's Temple School in Boston in 1836-37, she was also engaged in teaching French, German and Italian to private classes. Pietro Bachi, instructor at Harvard, was to give the Italian pupils instruction in Italian pronunciation, which never materialized, but the class reading which included parts of Tasso, Petrarch, Ariosto, Alfieri and the whole of the *Divine Comedy,* indicates that considerable progress was made.[17] It is to be presumed that when she taught at the Greene St. Academy in Providence in 1837 she continued to give instruction in these languages. Though she had had a hand in bringing about the German vogue in America, her heart and soul were Italian. While in Paris during her Wanderjahre in 1847 she wrote: " My French teacher says I speak like an Italian, and I hope in Italy I shall find myself more at home." [18] She did, indeed, feel more at home in Italy during her residence there from 1847 to 1850, where she actively aided the fight for Italian independence, and was happily married to Marquis Giovanni Angelo Ossoli. Most unfortunately, just as she was about to land on the American shore she was drowned with her husband and son off Fire Island, New York on July 16, 1850.

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[14] Cf. M.A. De Wolfe Howe. *The Life and Letters of George Bancroft.* New York, 1908. Vol. I, 150.

[15] See *Storia della lingua e letteratura italiana in New York.* New York, 1827, p. 15.

[16] See T.W. Higginson. *Margaret Fuller Ossoli.* Boston, 1884. 2nd ed., 23.

[17] See Higginson, op. cit. 76-77.

HARRIET BEECHER STOWE: Even before she went to teach in her sister Catherine's school, the Hartford Female Seminary, Harriet Beecher (the famous Harriet Beecher Stowe of *Uncle Tom's Cabin*) had been instructed in French and Italian by a Miss Degan [Degen], an Italian born in Italy, who taught in the seminary. At the time she went there as a teacher of rhetoric, late in 1827, Miss Degan was her roommate for some months. In a letter written in 1829 she states that among the " teachers and scholars " who exerted an influence over her character was the cultural Italian lady, " whose constant occupation it is to make others laugh." She adds in the same letter: " My plan of study is to read rhetoric and prepare exercises for my class the first half hour in the evening; after that the rest of the evening is divided between French and Italian." [19] She visited Italy twice, in 1846 and in 1859.

JULIA WARD HOWE: Julia Ward Howe, the famous author of " The Battle Hymn of the Republic," was sent to a private school in Boston at the age of nine. " Hearing a class reciting an Italian lesson she was enchanted with the musical sound of the language, listened and marked day after day and presently handed the amazed principal a note correctly written in Italian begging permission to join the class." [20] In 1836 while in New York, she took lessons from Lorenzo L. Da Ponte, son of the famous librettist. She was in Italy in 1843. If she read Dante with Felice Foresti as reported by her biographers,[21] it must have taken place between 1843 and 1856, the date of Foresti's return to Italy. Many years later in an essay on « Dante and Beatrice » included in her volume *Is Society Polite? and Other Essays.* Boston, 1895, she acknowledges the abiding influence of Dante's masterpiece upon her. « My first studies of the great poet are in the long time past antedating even the middle term of life which for him was the starting point of new inspiration. Yet it seems to me that no part of my life since that reading has been without some echo of the *Divine Comedy* in my mind » (op. cit. 181). She re-visited Italy in 1878-79 and again in 1884. A beautiful sentimental tribute of Julia Ward Howe's deep devotion to all things Italian may be seen in the names of her two daughters, Julia Romana and Florence. In Boston in 1900 she was one of the chief sponsors of the thriving Circolo Italiano.

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[18] Quoted from Mason Wade. *Margaret Fuller Whetstone of Genius*. New York, 1940, 141.

[19] See Charles Edward Stowe. *Life of Harriet Beecher Stowe*. New York, 1891, pp. 32, 41, 45-46.

[20] In Laura A. Richards and Maude Howe Elliott. *Julia Ward Howe (1819-1910)*. Boston, 1916. Vol. I, p. 32.

[21] Op. cit. 104.

WASHINGTON IRVING: Washington Irving very likely began his study of Italian as part of his equipment for his Italian journey, January-April 1805. When he arrived in Genoa he worked for some days half of each night on the language.[22] In Dresden in the Spring of 1823, he resumed study with an English lady, Mrs. Foster, and mentions in his *Journals* that he read at the time the *Pastor fido,* Metastasio's *Demetrius* and « part of Dante.» Between August 17, 1823 and April 1825 while at the home of Mrs. Thomas W. Storrow in Paris he took sixty Italian lessons, and lists among his readings Metastasio's *Themistocles,* Boccaccio and *La pittura e il forestiere.* At Bordeaux during the autumn of 1825 he found a « magnificent collection of Italian books in Guestier's library » which served as a stimulus to concentrate on his Italian readings from Dante, Petrarch, Passavanti, Lippi, Della Casa, Sannazaro, Politian, Molza, Tasso, Alfieri and Foscolo.[23] Irving must have felt that an extensive knowledge of the Italian language and literature was needed to widen his cultural horizon. He apparently succeeded in his purpose.

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[22] See Stanley T. Williams. *The Life of Washington Irving.* New York, 1935. Vol. I, p. 60.

[23] Interesting supplementary details can be found in Emilio Goggio: « Washington Irving and Italy.» *Romanic Review,* XXI (1930), 26-33, and in J. Chesley Mathews' « Washington Irving's Knowledge of Dante.» *American Literature,* X (1939), 480-83.

FITZGREENE HALLECK: Halleck's knowledge of Italian though probably inferior to his familiarity with French was yet sufficient for an appreciation of the literature, which he is said to have loved. His teacher in the language was Lorenzo Da Ponte, who became an intimate friend of the poet. Halleck had at least a passing acquaintance with the works of Ariosto, Dante, Tasso, part of whose *Jerusalem Delivered* he knew by heart, and Dante, who he once declared had never been fairly translated.[24]

WILLIAM CULLEN BRYANT: Upon his arrival in New York early in 1825 William Cullen Bryant took up the study of Italian. There he met Lorenzo Da Ponte whom he came to know quite well, and it is perhaps to him that he owed his introduction to the *Divine Comedy,* parts of which he memorized and was able to repeat even in the last years of his long life. His biographer, P. Godwin, relates an anecdote originally told by John C. Zachos, curator of the Cooper Institute in New York. Bryant had attended a lecture on Burns on the evening of January 20, 1875. During the post-lecture reception at the home of Mr. Peter Cooper " the conversation fell upon the sonorous capacity and beauty of various languages. Professor Zachos upheld the superiority of the modern Greek, but Mr. Bryant was of the opinion that it was excelled by the Italian. As a test of the respective merits of the two, he proposed that Professor Zachos should recite something in Greek, while he should repeat a passage from an Italian poet. The Professor complied, and, as soon as he was done, Mr. Bryant, selecting Dante, declaimed a long extract 'with a power,' says the Professor, 'enthusiasm, and fire that electrified his hearers.' "[25] Bryant acquired a fluent speaking knowledge of the language and enjoyed talking in it with his children. He visited Italy in 1858. With Thomas Parsons and John Greenleaf Whittier he vigorously defended the Italians in their fight for independence.

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[24] Cf. Nelson Frederick Adkins. *Fitz Greene Halleck: An Early Knickerbocker Wit and Poet.* New Haven, 1930, 187.

[25] Cited in Vol. II, op. cit., p. 265. See also J. Chesley Mathews. " Bryant's Knowledge of Dante." *Italica,* XVI (1939), 115-119.

EDGAR ALLAN POE: Edgar Allan Poe was a member of one of the first Italian classes taught by Prof. Blaettermann at the University of Virginia. Prof. Wertenbaker, a member of the same class (1826) recalls many years later that " on one occasion Prof. Blaettermann requested his Italian class to render into English verse a portion of the lesson in Tasso, which he assigned them for the next lecture. He did not require this of them as a regular exercise, but recommended it as one from which he thought the student might derive benefit. At the next lecture on Italian that Professor stated from his chair that 'Mr. Poe' was the only member of the class who had responded to his suggestion, and paid a very high compliment to his performance. If, as Mr. Wertenbaker adds, he was also " tolerably regular in his attendance and a successful student," it may be presumed that he learned Italian sufficiently well to retain a fair reading knowledge for the remainder of his life.[26] Of Dante he read only the *Inferno,* which may have been in translation rather than in the original.[27] One critic notes resemblances between Poe's " The City in the Sea " and Dante's City of Dis.[28] Numerous parallels between " The Masque of the Red Death " and the *Promessi sposi* have been seen by Cortell King Holsappel.[29] The American poet had reviewed the Manzoni novel in the *Southern Literary Messenger* in 1835, but may have read the masterpiece as early as 1832. Dame Una Pope-Hennessey in her book on Poe,[30] thinks that Prince Prospero " comes straight out of the *Decameron* " and [that] the apartments are reminiscent of the seven coloured palaces of the Princes of Serandip whose adventures Poe may have come across as a boy, namely Molly. *Voyages et aventures des trois princes de Serendip,* based upon Cristoforo Armeno's *Peregrinaggio di tre giovani figliuoli del Re Serendippo* (1557), which has been published in an English translation in 1965 by the Oklahoma University Press. As to the *Decameron,* Poe in having the members of his Folio Club tell their stories in rotation follows the tradition established by Boccaccio.

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[26] Cited in several biographies, one of them being John P. Ingram. *Edgar Allan Poe, His Life, Letters and Opinions*. London, 1891, pp. 40-41.

[27] See J. Chesley Mathew's " Did Poe Read Dante? " *University of Texas Studies in English*. No. 17, 1938, 123-36.

[28] See H.M. Belden article in *American Literature,* VII (1935), 332-34.

[29] See *Texas Studies in English*. No. 17, 1935, 139.

[30] London, 1884, 140-41.

WILLIAM GILMORE SIMMS: All that we know about William Gilmore Simms, the best of the southern poets, is that he studied some Italian before 1845.[31]

LESSER FIGURES: It may be worth while to mention a few other students of Italian whose reputation has faded a bit today, but who were, nonetheless, notable literary personalities in their day.

One of the first of the once prominent literary men who belongs to our group is Richard Alsop (1761-1815), a Hartford wit. He translated the *Enchanted Lady of Morgan* from Berni's *rifacimento* of the *Orlando innamorato,* Monti's *Aristodemus,* Ignatius Molina's *Geographical and Natural History of Chile,* several of the arias of Metastasio, and the story of Ugolino from Dante.[32] Another American who might be called a pioneer in the study of Italian is the versatile and prolific William Dunlop (1766-1839), who in 1791 made a translation of the Ugolino episode " thrown into English heroic verse." [33] Andrews Norton, now remembered principally for his Unitarian theological writings, was a zealous champion of the Italian Risorgimento and translator of an abridged version of Manzoni's *Promessi sposi* (1834). Catherine Maria Sedgwick, one of the most popular novelists of the last century, translated Maroncelli's *Addizioni alle mie prigioni* (Cambridge, 1836). Mrs. Elizabeth Fries Lummis Ellet, poet and novelist, published a translation of Silvio Pellico's *Eufemio da Messina* in 1835 and has given us the first English translation of Foscolo's *Sepolcri.* Thomas William Parsons learned Italian chiefly through residence in Italy in 1836 and 1847. He devoted most of his life to a translation of the *Divine*

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[31] See *Letters of William Gilmore Simms.* Columbia, S.C., 1953. Vol. II (1845-1849), p. 23.

[32] See J.G. Fucilla. " An Early American Translation of the Count Ugolino Episode." *Modern Language Quarterly,* XI (1950), 480-85.

[33] See J.G. Fucilla. " The First Fragment of a Translation of the *Divine Comedy* Printed in America." *Italica,* VIII (1931), 40-41.

Comedy, which he never completed.[34] As Professor Mathews has shown in his "Dantean Influence in the Poems of T. W. Parsons," *Italica,* XLII (1965), 135-68, his idolatry of Dante appears in numerous passages of his original poems. Henry Theodore Tuckerman, critic, essayist, poet, lived in Italy in 1833-34 and 1836-38. He published *The Italian Sketchbook* in 1835 and *Isabel of Sicily, a Pilgrimage* in 1839. His *Poems* (1851) show his fascination with the historic and literary associations of Italy. The King of Italy honored him "in recognition of his labors on behalf of Italian exiles in the United States." Richard Henry Wilde, poet and ex-congressman from the state of Georgia, lived in Italy during most of his European sojourn, 1835-40. He contributed to the discovery of Giotto's famous Dante fresco in the Bargello in Florence, published *Conjectures and Researches Concerning the Love, Madness and Imprisonment of Torquato Tasso.* New York, 1842,[35] and some unedited translations, *Specimens of the Lyric Writers of Italy,* a manuscript now in the Library of Congress.[36]

NORTH AMERICAN REVIEW — AMERICAN QUARTERLY REVIEW: Special mention should be made of the contributors to the *North American Review* and *American Quarterly Review,* two of the foremost of our early periodicals. Besides Edward Everett, Prescott, Longfellow and Ticknor, who have been discussed elsewhere, the other *Italianisants* who wrote for them are Jared Sparks, Edward Tyrrell Channing, Alexander Everett, Caleb Cushing, Francis C. Gray, Gray I. Chapman, Frances Erskine Inglis, Nathaniel Greene, William Tudor, several of whom later achieved distinction either in diplomacy or scholarship, or in both. As Professor Angelina La Piana has observed in *Dante's American Pilgrimage,* op. cit. 12-13: "The *North American Review* from the year it was founded (1815) to

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[34] Fuller details may be found in Angelina La Piana's *Dante's American Pilgrimage.* New Haven, 1948, esp. pp. 74-89.

[35] In part appearing in an article, "Secret History of Tasso," *Knickerbocker Magazine,* VIII (1836).

[36] See Chandler B. Beall. *Un italofilo americano di cent'anni fa: Richard Henry Wilde. Con versioni inedite di poemi italiani.* Bergamo, 1939.

1850 and the *American Quarterly Review* during the ten years of its existence (1827-37), published more essays, articles and notes on Italian literature, art and history than those of France, Germany or any other European country except England." This is concrete proof of an intense interest in Italian culture at the time.

TRAVELLERS: Virtually all of these men and women and thousands of other Americans flocked to " The Paradise of Travellers " in ever-increasing numbers. " Both in the travel books written for the public eye, and in letters meant for private communication, in the straight-forward personal records of daily journals and in the often cryptic comments of secret diaries, nineteenth century Americans revealed time and time again that Italy was the most interesting, the most meaningful place they had ever visited." [37] Between 1848 and 1850 Rome alone had 882 registered American visitors of whom 78, incidentally, are included in the *Dictionary of American Biography*.[38] It, as well as Florence and Venice, were huge international Meccas where it was possible to meet the greatest celebrities of the period. Among them, to limit ourselves only to the literati, were Englishmen like Byron, Shelley, Keats, Southey, Moore, Leigh Hunt, Wordsworth, Hazlitt, Arnold, the Brownings, Macaulay, Dickens, Frenchmen like Stendhal (*Stendhal milanais*), Musset, George Sand, Chateaubriand, La Martine, Mme de Staël, Flaubert, Dumas père, Edmond and Jules Goncourt, Renan, Quinet, Germans like Jean Paul Richter, Heine, Tieck, E.T.A. Hoffmann, Platen, Lessing, Friederich Schlegel, Eichendorff, Hölderlin.

By no means all the American visitors learned Italian while in residence in Italy but many of them did, including James Fenimore Cooper, who resided there during 1828 and 1830. In

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[37] Paul R. Baker. *The Fortunate Pilgrims: Americans in Italy*, 1800-1860. Cambridge, Mass., 1964, p. 3.

[38] See Howard R. Marraro. " American Travellers in Rome, 1848-1850." *Catholic Historical Review*, XXIX (1944), 470-509. See also Giuseppe Prezzolini. *Come gli americani scoprirono l'Italia (1750-1850)*. Milano, 1933, and Van Wyck Brooks. *The Dream of Arcadia: American Writers and Artists in Italy, 1760-1915*. New York. 1958.

Florence he procured an Italian master for his children.[39] He fell so in love with the country that he once declared: " If there is any country outside of my own in which I would wish to live, it is Italy. There is no place where mere living is such a luxury." [40]

Among the American writers who were later in Italy for extended sojourns are William Dean Howells, American consul in Venice (1861-1865), Henry James, who spent most of his second year abroad (1887) in Italy. He wrote his *Roderick Hudson* in Florence, one of the works that belongs to the fruitful and important " Italian Phase " of his career. In his *Italian Hours.* Boston, 1909, 502-03, James states that he had found Italy " Thick with the sense of history and the very taste of time." The novelist, Francis Marion Crawford, lived most of his life there. And, in closing, let us not forget Ezra Pound and T.S. Eliot, Italianists who have played a major role in shaping our contemporary poetry and criticism.

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The Nineteenth century and particularly the period between 1815 and 1861 was the Golden Age in the study of Italian in the United States.[41] The fact that the language was able to attract so many of our best minds was surely no accident. It was then realized, as it never has been before or since in the history of our country, that it and the civilization of which it is a symbol constituted an essential part of the education of an individual which was bound to result in a substantial enrichment of one's cultural life.

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[39] Cf. *The Letters and Journals of James Fenimore Cooper.* James Franklin Beard, ed. Cambridge, Mass, 1960. Vol. I, 345.

[40] Quoted by Robert E. Spiller. *James Fenimore Cooper, Critic of his Times.* New York, 1931, p. 148.

[41] With reference to the status of the *idioma gentile* between these dates, G. Palfrey wrote in the *North American Review,* XLVII (1838), p. 208: " Few modern languages are more generally studied than the Italian... All persons who have any pretention to learning have more or less had something to do with Italian." See also Emilio Goggio. " The Dawn of Italian Culture in America." *Romanic Review,* X (1919), 250-62.

CHAPTER V

ITALIAN IN THE COLLEGES AND UNIVERSITIES

We should like to preface our historical survey of Italian in the colleges and universities by stating that it, as well as the other modern foreign languages, was often available to students some years (at times many years) before it acquired official status as a course. For instance, Professor C.H. Handschin in his *The Teaching of Modern Languages in the United States* (Washington, D.C., 1913, p. 37) notes with reference to Princeton that "The Modern Languages seem to have been taught even in the Revolutionary days at Princeton University. The curriculum of the period has notices 'Instruction in the French, Spanish, German and Italian languages is given at the option of the student.'" A number of years later Francis Walker Gilmer in a letter dated Richmond, Oct. 28, 1818, written to his nephew Thomas Walker Gilmer,[1] advises him as follows: "Go to Cambridge or West Point. I should prefer the first. You must not imagine because you go on pretty well among your neighbors that you have done everything. You have I hope done very well, but when you reach one of these great universities where boys are assembled from the whole U. States you will find boys of your age reading Greek, Latin, French & Italian with ease and elegance."[2] The writer may be referring either to the extra curricular offering of Italian at both West Point and Harvard or to the study of the language under private tutors or in the secondary schools of the time. In any case his remark is significant. At Middlebury College Professor Patton conducted classes in Italian several years before its catalog specifically announced any course. A similar situation must have prevailed in a number of other colleges up to the period of the Civil War and even a decade or so beyond it.

As for individual colleges and universities, we shall restrict our discussion 1) to a certain number of schools which have been pioneers in the teaching of Italian in the United States and 2) to schools which introduced the language in the last decades of the past century and which since that time have become important centers of Italian culture. These and other institutions will also appear in a separate list arranged in chronological order according to the first year Italian appears in their curriculum either as an optional or as a regular course insofar as we have been able to directly ascertain it through official sources. Deeming it just as essential to know something about the individuals who have been engaged in instructing the language as it is to know when and where it has been offered, we have added in the first part biographical details on many of the teachers bearing on their scholarship, teaching, miscellaneous attainments and, occasionally, on their idiosyncrasies. The schools discussed are those that we consider to be the historical highlights of this chapter. Our pattern has necessarily and regrettably had to exclude colleges and universities that have only recently come to the forefront as centers of Italian studies, among them the University of Arizona, Brooklyn College, University of Buffalo, University of Colorado, Gonzaga University, Queens College, Rutgers University, St. John's University. The Italian courses offered in them in as well as in a number of the other schools are in charge of capable scholars and teachers who, needless to say, compare most favorably with their contemporaries mentioned in the historical section; some of them are, indeed, already outstanding figures. They will play a prominent part in the supplement to this monograph which will follow a few years from now.

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[1] Later Secretary of the Navy under President Tyler.

[2] See *Tyler's Quarterly Magazine*, VI (1924-25), 242.

William and Mary College

In his *Autobiography* Jefferson states that on June 1, 1779, at a meeting of the College of William and Mary Board of Visitors, of which he was a member, approval was given to a drastic change in the organization of the school. This involved the substitution of professorships in modern languages, law, anatomy and chemistry for the chairs of religion and classical languages, which had existed up to this time. Jefferson writes that he selected Carlo Bellini for the modern language post. In so doing he established the first Chair of Modern Languages in this country.

However, in two letters written early in Aug. in 1778 Bellini announces that he had already been offered the professorship by the " governor " of Virginia.[3] The governor in 1778 was Patrick Henry. In any case, there can be no doubt that Jefferson was influential in effecting the appointment.

Carlo Bellini was born in Florence in 1735 and took a classical course at the University. His liberal political ideas forced him to leave Tuscany before graduation. During his exile he taught languages in Paris and London. He arrived at Jamestown in November 1774. We have no documents on what he did during the initial phase of his Virginia residence. It is hardly credible that he should come to Albemarle County to help Philip Mazzei, friend of Jefferson, " to introduce the culture of the grape, the olive and other fruits of Italy," as conjectured by T. Tyler in " Early Courses and Professors at William and Mary." *William and Mary Quarterly,* XIV (1905), 77, a statement repeated by others. In view of his experience as a language teacher it is more logical to assume that like so many other educated émigrés he used this means of earning a living. During the Revolutionary War he served *briefly with* Philip Mazzei in the Albemarle Guards. On June 30, 1778, " as a gentleman possessed of the requisite Qualifications for such an Office," he was designated as " secretary and interpreter of the French and other foreign Languages " to handle foreign correspondence for the state of Virginia. In the two letters mentioned Bellini rather pompously calls himself " Secretary for Foreign Affairs." At William and Mary he taught French, Italian and Spanish until 1803 when ill-health compelled him to retire.[4] He was the only member of the college faculty to remain in Williamsburg through the Cornwallis occupation.

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[3] Cf. Antonio Pace. " Another Letter of Carlo Bellini." *William and Mary Quarterly,* 3d ser. IV (1947), 350-55, and also by Prof. Pace " Further Notes on Carlo Bellini in the Year 1778," *Italica,* XLIII (1966), 183-89.

[4] On Bellini see also E.C. Branchi, " Carlo Bellini (In occasione del

Judge St. George Tucker, who in 1789 had succeeded George Wythe, the famous teacher of both Jefferson and John Marshall, in writing of the college in 1795 states among other things: " In the Modern Languages, French, Italian, Spanish and German may be acquired. Most of the students acquire the two former." [5] It is interesting evidence on the popularity of Italian during that period.

Bellini was succeeded by Hugh L. Girardin who may not have imparted instruction in Italian. In 1829 Casimiro de la Peña is listed as " Professor of the French, Spanish and Italian Languages," which he taught " with historical and philosophical observations," as well as with " the elements of philology applied to these languages." In 1830 Peña was still teaching these languages as revealed in an announcement in the Richmond *Enquirer* for Aug. 13. Like so many of the early language instructors he, too, came from the ranks of the private teachers, probably directly from Charleston, S.C. where he taught in 1825 (see notices for this year in the Charleston *Mercury*).

Morgan J. Smead, Professor of Humanity (1848-57), knew Italian well as disclosed by his translations of Pellico's *Le mie prigioni* (1844), Giraud's *Le gelosie per equivoco* (1849) and Goldoni's *Un curioso accidente* (1849). He may have had a hand in the Italian courses. We say " may have had," since information at this point is deficient due to the destruction of the early college records in the fires of 1859 and 1862. An attempt is now being made to draw conclusions as to the character of the school's curriculum from the student textbooks that have been assembled through the years. This may shed some light on Smead's teaching program. Be this as it may, inasmuch as some of the Italian books in his own library have survived, and inasmuch as the College *Catalogue* for 1859 lists the course texts, we can safely assign Italian to Edwin Tagliaferro (1858-67).

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sesquicentenario: 1779-1929)." *Italica,* VI (1929), 44-46. Prof. Branchi does not specify the name of the University which Bellini attended. It was probably Pisa.

[5] Cf. " Education in Colonial Virginia." *William and Mary Quarterly,* VI (1897), 183.

Dickinson College

Professor Sturgis E. Leavitt in his *History of the Teaching of Spanish in the United States* (p. 310 of *Reports of Surveys and Studies in the Teaching of Modern Foreign Languages.* Washington, D.C., 1961), erroneously states that Claudius Bérard, " Professor of French, Spanish, Italian and German " was teaching at Dickinson College in 1780. However, in a letter written to me by Mr. Charles C. Sellers, librarian at Dickinson, it is made clear that Bérard, who was a member of its class in 1812 but did not graduate, functioned as " Professor of Modern Languages " in 1814-15. In 1816 Gerard E. Stack was " Professor pro tem of Languages." Though not actually a member of the faculty Jacob Frederick Huber was allowed to give instruction in the languages. He was a Swiss who had emigrated to America in 1819. He came to Dickinson fresh from his study of theology in 1826 and remained there until 1831. Since he taught Italian at Wesleyan University, we can logically presume that he also taught it at the Pennsylvania school. From 1834 to 1840 Robert Emory was the instructor. In the 1840's French, Spanish and Italian were taught in the senior year at student request for " a small extra charge." It was at this time that Spencer Fullerton Baird, who was to become one of the most eminent of our American naturalists, studied the language possibly under the man then in charge of instruction at the college. In a letter written on Jan. 13, 1845 to William M. Baird, which is quoted by William Healey Dall in his *Spencer Fullerton Baird. A. Biography* (Philadelphia, 1915, 128) he states: " My time is principally occupied with study as follows. In the morning Italian and German." He must have continued for at least another year since in a subsequent letter to William L. (Nov. 24, 1845) he repeats: " Italian and German in the morning."

University of Pittsburgh

A very important milestone in the history of modern languages in our colleges has been overlooked by my fellow-historians, Handschin, Bagster-Collins, Leavitt, Watts and

Zeydel. Nor is there any mention made in any other source. I refer to the University of Pittsburgh. This school, the oldest existing educational institution west of the Alleghanies, was originally chartered in 1787 as Pittsburgh Academy. In 1819 it was reincorporated as Western University of Pennsylvania and received its present title in 1908. At the time of the reorganization the following statement was printed in a pamphlet entitled *The System of Education, the Code of Discipline* & *the Professorships Adopted by the Trustees of the Western University of Pennsylvania* "In like manner, the Professor of modern languages will attend for the purpose of giving instruction in English, Anglo-Saxon, French, German, Italian, Spanish, and Universal Grammar." The professor of modern languages and universal grammar was then the Reverend Charles B. Maguire.

Transylvania College

Likewise over-looked has been one of the earliest of modern language teachers in the whole Ohio Valley, the distinguished naturalist, Constantine Samuel Rafinesque.

Rafinesque was born at Galata, a suburb of Constantinople, in 1783. His father was a French merchant from Marseilles and his mother a woman of German extraction. He lived for a brief part of his early childhood in the French port-city, but in 1792 his mother took him, his two brothers and one sister to Leghorn in order to escape the Reign of Terror. They remained there until 1796, after which Constantine's residence varied for several years between Genoa, Pisa and Marseilles and back to Leghorn. He was extremely precocious as a child, quickly acquired an absorbing interest in botany and read widely and avidly. Referring to his education in the mid-teens he writes in *A Life of Travels* (Philadelphia, 1836, 8-9): "I never was in a regular college, nor lost my time on dead languages; but I spent it in learning alone and by mere reading ten times more than is taught in Schools. I have undertaken to learn the Latin and Greek, as well as the Hebrew, Sanscrit, Chinese and fifty other languages, as I felt the need or inclination to study them."

In 1802 he decided upon a business career in America, which he mixed with botanizing until the end of 1804. Then he went back to Italy, making Sicily his home for the next ten years. There he continued to engage in mercantile pursuits and to carry on an intensive scientific research. His second trip to the United States began in 1815. In 1818 he journeyed over the Alleghanies and down the Ohio stopping at Henderson, Kentucky, to see John J. Audubon, the famous ornithologist. His visit is recorded in a very popular humorous sketch by Audubon titled " The Eccentric Naturalist," which appears in his *Ornithological Biography* (Philadelphia, 1831, vol. I, 455-60). It deals with an M. de T. understood to be none other than Rafinesque. In the part that relates to what took place during one of the evenings Audubon writes: " We had all retired to rest. Every person I imagined was in deep slumber, save myself, when of a sudden I heard a great uproar in the naturalist's room. I got up, reached the place in a few moments, and opened the door, when, to my astonishment, I saw my guest running about the room naked, holding the handle of my favorite violin, the body of which he had battered to pieces against the walls in attempting to kill the bats, which had entered by the open window, probably attracted by the insects flying around his candle. I stood amazed, but he continued running around and around, until he was fairly exhausted: when he begged me to procure one of the animals for him, as he felt convinced they belonged to a ' new species.' Although I was convinced to the contrary, I took up the bow of my demolished Cremona, and administering a smart tap to each of the bats as it came up, soon got specimens enough."

At this time Rafinesque had no intention of becoming a resident of Kentucky, his only concern being to collect as many botanical and zoological specimens as possible and to get them safely to his headquarters in Philadelphia. In the Eastern city he had previously met the well-known Kentucky geologist, John D. Clifford, and it was through his influence that in 1819 Transylvania College in Lexington offered him a " Professorship of botany and natural history, with the addition of modern languages," as he informs us in his *A Life of Travels,* op. cit.

59. In exchange for his services he received « lodgings, boarding and casual emoluments. » In speaking of his life in Lexington in 1821 he tells us: « I continued my lectures on botany and had many scholars for the French, Italian and Spanish languages » (op. cit. 63). He must have continued to teach the three languages until 1825 when the hostility of the college administration, no doubt aroused in large measure by his absences while on frequent scientific excursions, made it expedient for him to leave.[6] In the mediocre record Transylvania has had in the field of modern languages, the colorful personality of Constantine Samuel Rafinesque stands alone as the only one worthy of remembrance.

Harvard University

In 1816 the Harvard Corporation appointed George Ticknor as the first Smith Professor of the French and Spanish languages and Professor of Belles-Lettres. On beginning active teaching in the college he introduced a lecture-course on the contemporary writers in the Romance Languages in which he must have paid some attention to Italian literature. He had been interested in the language as early as 1815, prior to his long period of study in Europe. His fondness for Dante also started at this time. He had not been successful in Boston in obtaining help in reading the great poet, but in Germany he had better luck. In Göttingen he tells us that he had met Herr Balhorn, a tutor to members of one of the royal families in the city, who offered to introduce him to the *Divina Commedia*. « Balhorn, » according to Ticknor, « knew everything about Dante. He was not fully occupied, but he could not be hired, — he was too well off to be paid in money. A brother of my friend Mr. James Savage had sent me from Hamburg a box of very fine Havana cigars, and I found that Herr Balhorn would read and explain Dante to me and consider some of those fine cigars — so rare in Germany — a full compensation; and he continued the reading certainly as long as the cigars lasted." [7] Ticknor supplemented his Dante reading with Herr Balhorn by studying Italian at the University of Göttingen as he brings out in a letter to his father: " I have every day three recitations, and besides these study nine hours, which is as much I suppose as my health will bear. My chief objects are still Greek and German, my subsidiary objects Italian and French." [8] In April 1817 he was in Paris where he devoted most of his time studying French and Italian with native teachers. Part of the Spring and Summer of that year he spent in Italy. While in Europe he always had a copy of Dante with him and he continued to read and to study him on his return to the United States. In 1831 he started a special tri-weekly lecture class in Dante and hence takes his place not only as the first professor of Italian literature in America but also as the first known university lecturer on the Florentine. In one of his letters he mentions that he had spent all of his summer vacation studying him often devoting as many as twelve and fourteen hours a day to his task " with uninterrupted and equable pleasure." If I am not a better man for it;" he writes, " and a happier one, too, why I shall have misused my opportunities scandalously, as many better men have done before me." The notes which served in part as the skeleton of his lectures and class-work and in part as the basis for a critical edition of the *Divine Comedy*, have been preserved. His department though not so named is our first real department of modern languages. He made the study of either German, Italian, French, Spanish or Portuguese required courses. Since the choice was left free to the students the languages were called " voluntaries," but once chosen it was necessary to continue in them for four terms as Edward Everett Hale observes in talking of the Harvard College of 1834 in his *James Russell Lowell and His Friends* (Boston, 1899, 15). As to college " marks " and the rank which followed," Hale adds, "a modern language was worth only half a classical language." Ticknor also introduced a system by means of which students were advanced according to their proficiency. "No student of the language is permitted to leave it until in proportion to his powers, he has learnt it. Some students therefore are twice as long employed on a language, but the degree of thoroughness obtained though necessarily unequal is certainly vastly greater than was obtained under the old system of giving to all the same course and continuing them in it, the same length of time."[9] Ticknor suggested that graduates of Harvard and other colleges might become Resident Graduates, the germ of the Harvard Graduate School which was formally organized many years later in 1872. He resigned in 1835.

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[6] On Rafinesque, in addition to his *A Life of Travels*, see Richard Ellsworth Call. *The Life and Writings of Rafinesque*. Filson Club Publications. No. 10. Louisville, Ky., 1895, and T.J. Fitzpatrick. *Rafinesque: A Sketch of His Life. With Bibliography*. Des Moines, 1911.

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[7] See T.W. Koch. " Dante in America." *Fifteenth Annual Report of the Dante Society* (1896), 19.

[8] Told in Samuel M. Waxman. " George Ticknor, a Pioneer Teacher of Modern Languages." *Hispania* XXXII (1949), 428. More on Ticknor's Italian contacts and studies can be found in Emilio Goggio's " George Ticknor: the Italianate," *Carroccio*, Jan. 1921, 61-63.

In the meantime Charles Folsom had begun to give instruction in the Italian language. He was not regularly appointed but from 1822 to 1825 was permitted by the Corporation to teach the students who desired to study it — at the time students were forbidden to attend the instruction of unauthorized teachers. In 1825 Ticknor made him an official member of his staff for the school-year 1825-26.

Our information on Folsom is limited exclusively to what Andrew Peabody, at one time acting-President of Harvard, tells us in his *Harvard Reminiscences* (Boston, 1888, 101). Here we are informed that at different times he was tutor, instructor in Italian, librarian in the Harvard College Library, and, commencing with 1826, a proof-reader for the University Press. "An author who passed through his hands," Peabody remarks, "sometimes would hardly recognize his own work in its improved dress. Mr. Folsom's only error was the excess of thoroughness. He would consult scores of authorities on the use of a particle; and there is a current myth, not without verisimilitude, that he at one time kept the press idle for several days because he could not satisfy himself whether a comma should be retained, or a semi-colon substituted." If nothing else, Folsom must have been an exacting task-master as a teacher of

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[9] See the Ticknor Report in the Harvard archives dated Oct. 26, 1832.

Italian. He was released because of the new plan that Ticknor put into effect, namely to place the four languages under his supervision in charge of native instructors to teach grammar, conversation and reading, so that he might devote his time to the teaching of literature. The natives were Francis-Maria Surault in French, Francis Sales in Spanish, Charles Follen in German and Pietro Bachi in Italian. The best of these instructors was without any doubt Pietro Bachi.

Actually, Pietro Bachi is an assumed name. We now know that he was Ignazio Batolo, a native of Palermo, son of Salvatore Batolo, LLD, " già procuratore del Re presso la G[ran] C[orte] C[ivile] di Palermo, gran giudice della corte suprema di giustizia del Regno di Sicilia," as his son informs us in his dedication of the *Teatro scelto italiano* (Cambridge, Mass., 1829). He further states that he is a doctor of jurisprudence from the University of Palermo. Bachi (Batolo) must have joined the carbonari in his student days and quickly became one of the local leaders of this patriotic organization. At the age of 20, in 1821, he was already accused of conspiracy against the regime of King Bomba [Ferdinando II ruler of the Two Sicilies] and in order to escape arrest was forced to leave the island early in the following year. At any rate, he was already in Boston in the Fall of 1824 and in the Spring of 1825 when Ticknor became interested in the " accomplished Italian exile " and invited him to read aloud to him and William H. Prescott, three or four times a week, " partly to give him occupation and partly for the pleasure and improvement to be obtained from it." In 1827 the university made him an honorary M.A. which gave him a place in the catalog of graduates as well as in the second volume of *Universities and Their Sons* (Boston, 1899, 138). When Longfellow succeeded Ticknor as Smith Professor in 1837 he kept Bachi on his staff.

Meanwhile the young Sicilian continued to serve the cause of the Italian revolution particularly after the decision made by Mazzini in April 1840 to reactivate *La Giovane Italia.* At that time he was appointed *Ordinatore* for Boston and proceeded to organize the Italians there into a *Congrega* or revolutionary action group. When Mazzini decided to start a series of uprisings in 1844 Bachi, who now temporarily resumed his real name of Ignazio Batolo, went to Malta with the intention of secretly participating in the independence movement in Sicily, but found that spies had made further action impossible for the time being. Bachi (Batolo), therefore decided to return to Harvard. He had been indulging in drink for a number of years without any harm to his teaching, but now the habit began to affect his effectiveness in the classroom. He went further and further into debt and finally into bankruptcy. Under the date of July 6, 1846, Longfellow, his new superior, wrote in his *Journal*: " Examination in Modern Language: The Spanish classes did well, the Italian not so well." Bachi was forced to resign by President Edward Everett. After residing for a brief period in Palermo he returned once more to Boston and tried to earn a livelihood the only way he was capable of doing, through private teaching. The last appearance of his name is in the *Boston Directory and City Record* for 1853, presumably the year that, it is said, he died of consumption.[10]

The high opinion that Ticknor and, at least until 1846, Longfellow, had of his teaching ability is borne out by the registration figures cited in the *Annual Reports* from 1830 to 1840, which indicate that Italian, with an average of sixty students per term was well ahead of Spanish at this time. Bagster-Collins (op. cit. p. 58) gives a table which shows that in the third term of 1829-30 French had an enrollment of 63, Spanish 33, Italian 72 and German 52. In 1834 Italian had an enrollment of 87 as compared with 89 in French according to the *Annual Report* for that year.

Among the first of those who studied under Bachi were Oliver Wendell Holmes during the third term of his sophomore year (1826-27) and the first and second terms of his junior year (1827-28), and Thoreau during his four undergraduate years, 1834-37. The *Report* for July 3, 1835, brings out that Edward Everett Hale, author of *The Man Without a Country,* took courses with him. James Russell Lowell was one of those who was in his classes for six terms or two years, from December 1835 to December 1837.[11] In 1837 fourteen students took the examination in Italian after having completed four terms of work, a real tribute to Bachi's power of attracting young Harvardians. Hale, especially, felt deeply indebted to him. In a letter to T.W. Koch quoted by the latter in his " Dante in America," op. cit. 38, Hale declares: " Longfellow read the whole of Dante with us and we were well prepared for this by what we had read with Bachi... We all had a great regard for Bachi, and his work in the Italian Department was excellent. As a critic of Dante, he had exactly the gift which a good teacher ought to have in interesting wide-awake young men in this study. And I can say that when we came to hear Longfellow lecture, we were more than prepared for his lectures by the very thorough work which Bachi had done in this same subject with us." On another occasion, on recalling his old Harvard instructors in his *James Russell Lowell and His Friends* (op. cit., 128), he states: " I had but four teachers in college— Channing, Longfellow, Peirce and Bachi. The rest heard me recite but taught me nothing."

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[10] A fairly comprehensive discussion on Bachi, to which the above sketch owes much, is S. Eugene Scalia's " Figures of the Risorgimento in America: Ignazio Batolo, Alias Pietro Bachi and Pietro D'Alessandro." *Italica,* XLII (1965), 311-24.

When Bachi began to teach Italian at Harvard he found it necessary to use imported texts exclusively. In his *Report* under the date of April, 1827, he lists Veneroni's *Syntax,* Graglia's *Grammar,* Alfieri's *Antigone, Saul,* Goldoni's *Pamela,* Tasso, Monti and Botta. This reliance upon foreign importations created problems which could only be solved by readily accessible texts printed in this country, an important task which Bachi took upon himself.

The first text which he apparently prepared was the *Conversazione Italiana* (Cambridge, Mass. & Boston, 1825),[12] which has as its subtitle: *A collection of phrases and familiar dialogues in Italian and English.* Besides exercises based on everyday occurrences such as " Rising," " With the shoemaker and the tailor," " To dine," " Going to bed," etc., there is a section on travelling describing cities of tourist interest in Italy. With some changes it could be useful as a text even today. At least three more texts followed in quick succession: *A Grammar of the Italian Language, Scelta di Prose Italiane,* and *Teatro Scelto Italiano.*

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[11] On the continued interest in Italian shown by Holmes, Thoreau and Lowell beyond their student years, see three articles by J. Chesley Mathews, " Dr. Oliver Wendell Holmes and Dante." *Italica,* XXXIV (1957), 127-36; " Thoreau's Reading in Dante," *Italica,* XXVII (1950), 77-81; " James Russell Lowell's Interest in Dante," *Italica,* XXXVI (1959), 77-100.

[12] Apud H.R. Marraro, " Pioneer Teachers of Italian " in the U.S., op. cit., 569n.

The *Grammar* is a massive manual of more than 550 pages. In his Preface Bachi complains that as an Italian instructor he has had the mortification to see in almost universal use the farrago of Veneroni " to the disparagement of his native language and the perplexity of those who learn it." He points out that while there are other deserving grammars like those of Galignani and Vergani, these are virtually unknown in America. His aim, he says, is to produce " a more complete and methodical and at the same time strictly practical treatise than now exists in English." He draws upon the best Italian grammarians, and various English and French treatises on the Italian language. Pronunciation is thoroughly covered, " verbs are given an unexampled fullness and to both regular and irregular verbs are annexed the poetical forms, which constitute no small difficulty for learners, even in reading the older writers." Syntax is exhaustively discussed with examples almost entirely taken from the Italian classics. It is excellent as a reference grammar, but much too detailed to serve as a class text. In order to keep the volume from becoming over-sized Bachi published the *Exercises* separately. The *Grammar,* revised in 1835 and 1838, enjoyed considerable favor in our schools until the Civil War.

The Scelta di Prose includes selections from early as well as modern writers, while the *Teatro Scelto* is a selection of Italian plays from the works of Goldoni, Nota, Giraud, Alfieri, Monti and Manzoni, with notes.

The *Raccolta di Favole Morali* in prose and verse (Boston, 1835), was " designed to supply young learners with an elementary book in the study of Italian and to serve as an introduction to the *Prose Italiane* and volumes in verse," which form part of Bachi's series of the *Corso di studio italiano.* One of the interesting features of the book is the repetition in the second part in verse form of some of the prose fables that appear in the first part " under the impression that, if they are read before the others in this division of the book, and after they have been previously perused in prose, this method might overcome in some measure the difficulty which the frequent transposition of words and other peculiarities of poetical language necessarily present." Both parts are followed by interlinear translations and explanation of the idioms. There are fifty-five prose selections which gradually increase in length from a half dozen lines to two pages. A few of the writers represented are Cesarotti, Gozzi and Firenzuola in prose, Bertola, Algarotti, Passeroni and Crescimbeni in verse. They are in general well chosen. The *Quattro Poeti Italiani: Maggiori,* contain selections from Tasso, Ariosto, Petrarch and from Dante's *Inferno.*

Since Bachi received the very meagre salary or $500.00 a year for his services at Harvard he must have supplemented it in part by teaching in several children's schools. Hence he prepared two other texts designed for the instruction of youngsters: *The Rudiments of the Italian Language, or Easy Lessons in Spelling and Reading, with an Abridgment of the Grammar* Adapted to the Capacity of Children (first printing 1828, second 1832, third 1835), and *Mrs. Barbauld's Hymns for Children in Italian: Being a sequel to the Easy Lessons in Reading.* Announcements appear in the *Conversazione Italiana* (2nd ed., 1835).

In 1834 President Josiah Quincy of Harvard had sounded out Longfellow as to his willingness to become Ticknor's successor. He immediately accepted since he had become dissatisfied with the situation at Bowdoin where he was then teaching. President Quincy had diplomatically phrased his overture with the words: " should it be your wish previously to your entering upon the duties of the office to reside in Europe at your own expense for a year or eighteen months for the purpose of a more perfect attainment of the German, Mr. Ticknor will retain the office until your return." The young man took heed of the suggestion spending most of his time studying in Heidelberg, but he also had occasion to make an extended trip to Italy. On establishing himself in Cambridge in November 1836 he was obliged to wait for some months before he was allowed to assume his professorial duties.

The institution of a Dante course by Ticknor perhaps made it easier for Longfellow to lecture on him as he did from the beginning. However, even without this precedent Dante courses would inevitably have become a part of the college curriculum within the next few years. « L'altissimo poeta » had already become a great idol of the Romantic generation in Europe. In the English-speaking world « Samuel Taylor Coleridge was largely responsible for raising Dante's reputation to the height it still occupies when, as one of the most prestigious critics of his day (and ours), he securely ranked Dante among those 'divine poets...' who are 'above criticism in vulgar sense,' moving as they do in the 'sphere of religion.' »[13] Ugo Foscolo then residing in England was also highly influential. A half dozen complete or partial English translations of the *Divine Comedy*, including the famous version by Henry Francis Cary, had brought the work within the reach of thousands of cultured English speakers. As an American representative of the cult Emerson was, in a sense, merely the mouthpiece of his times when he wrote in one of his letters: « In season and out of season, we must all read Dante. »[14]

The manner in which Longfellow conducted his course has been felicitously described by Professor Emilio Goggio who has based his finding on a manuscript record of his lectures. « Ordinarily his course would open with a discussion of the merits of the *Commedia* as a literary masterpiece, the vogue which it enjoyed and the peculiar influence which it exerted for generations past upon the greatest scholars from all over the world... Longfellow read with his students all of the *Inferno* and discussed at length the scholarly contributions of such men as Schelling, Leigh Hunt, Carlyle, Macaulay, and a few others.

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[13] Quoted from William J. De Sua. *Dante into English*. Chapel Hill, N.C. 1964, 23.

[14] *Letters* (Rusk ed.), Vol. V, New York, 1939, 531.

One of the things by which he was most deeply impressed in reading Dante was the poet's character, his austere nature, his indomitable will and inflexibility of purpose, his honesty and magnanimity, his indestructible faith in right and justice... his wonderful knowledge of the human heart, his kindly attitude toward women and his strong and steadfast devotion to his beloved Beatrice 'which flowered from the sunny clime of his youth like the Gulf Stream forever waving through the cold and stormy ocean of life.' "[15]

Longfellow's translation of the *Divine Comedy*, published in 1867, is in part directly connected with his teaching under the stimulus of which he began to translate single lines and short passages in 1838-39. An additional stimulus came somewhat later from his friend, Mrs. Catherine Eliot Norton, who urged him to translate some cantos for her. To her under the date of March 9, 1843, he wrote: "I have been translating some Cantos of Dante for you... If there is any merit in the work it is yours." Again in writing to her on March 21 he speaks of "the Divine Dante with which I begin the morning!" and he continues "I write a few lines every day before breakfast. It is the first thing I do—the morning prayer—the keynote of the day." Thus he finished sixteen cantos and then stopped for some ten years, "except for continuing to write small bits of translation in his interleaved copy of the poem when he was teaching his Dante course."[16]

That Bachi deserves considerable credit for much of the success of Longfellow's Dante course is apparent from our quotation from Edward Everett Hale. He had dealt thoroughly with the linguistic problems in the *Commedia* in his preliminary course, which gave his superior the opportunity of devoting most of his lectures to interpretative and aesthetic comments. This valuable service ceased when Bachi was dismissed in 1846. On taking over his assistant's classes for the next seven years the poet was left with the difficult task of providing his own stimulus. In 1853 he proposed the appointment of Luigi Monti, but it was almost a year before the latter could assume his teaching duties.

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[15] See "Longfellow and Dante." *Annual Report of the Dante Society*, 1924. Angelina La Piana in *Dante's American Pilgrimage*. New Haven, 1948, notes that Longfellow's coverage of Dante took in the whole of the *Commedia* in different academic periods.

[16] The material on the Longfellow translation of the *Divine Comedy* has been drawn from "Mr. Longfellow's Dante Club" by J. Chesley Mathews. *Seventy Sixth Annual Report of the Dante Society*, 1958, 23-24. On the influence of Italian writers other than Dante on Longfellow, see Emilio Goggio. "Italian Influences on Longfellow's Work." *Romanic Review*, XVI (1925), 208-22, and Prof. Goggio's "The Source of Longfellow's *Michael Angelo*." *Rom. Rev.*, XXV (1934), 314-24.

Monti had come to America in 1850 and had been earning his living as a language teacher in the private schools in the Boston area. In 1851 he married Frances A. (Fanny) Parsons, sister of the poet Thomas William Parsons, who was the first American to translate the *Divine Comedy*. Longfellow had become immediately impressed with him when they first met, as he records in his *Journal* on August 6, 1851: " Luigi Monti, a young Palermo refugee, called with a letter from [President Jared] Sparks. A nice youth, will do well as a teacher." In 1857 Harvard conferred upon him the honorary degree of Master of Arts. He remained on the faculty until 1859 and gave instruction in Dante during the period when the professorship in Modern Languages was vacant. In 1859 he and several other instructors lost their jobs because of a departmental reorganization and the need to combine several of the instructors' salaries to make the salary of a professor. The blow came two months after Monti had been offered an instructorship in Italian and Spanish at the University of Virginia at a salary double what he was receiving at Harvard.

He wrote a *Grammar of the Italian Language* (Boston, 1855), and an *Italian Reader* (Boston, 1855), both of which were used in his classes and subsequently in a number of other schools. In 1859 and 1860 he went back to private teaching. From 1861 to 1893 he was United States Consul at Palermo, after which he returned to this country. Under the pseudonym of Samuel Sampler he published *Adventures of a Consul Abroad* (Boston, 1878), and, anonymously, a novel, *Leone* (Boston, 1882). He translated into English Guerrazzi's *Beatrice Cenci, Isabella Orsini* and *Manfred or the Battle of Benevento,* gave two series of Lowell lectures, one on Modern Italian Literature in 1876 and another on Dante and his Times and Works in 1880. There is record of his lecturing at Vassar, Wellesley, Peabody Institute and other schools. Monti went back to Italy in 1893 where he died in 1914. He is best remembered as one of the lovable characters in Longfellow's *Tales of a Wayside Inn* in which the most popular story, " The Sicilian Tale " was supposed at the time to have been told by Monti himself.[17]

James Russell Lowell, a former student of Bachi, was appointed as Longfellow's successor to the Smith Chair in January 1855, at which time he, too, like his two predecessors, was advised to make a sojourn in Europe in order to be properly prepared for his new post. He spent a little more than a year in Germany and Italy, and on his return to Cambridge in 1856 began his duties teaching for sixteen consecutive years until 1872 and after that irregularly until 1877 when, after serving as Minister to Spain (1877-80) and at the Court of St. James (1880-85), he briefly resumed teaching at Harvard. He was primarily interested in Dante. He is the author of a famous *Essay* on Dante published in *Among My Books* (2d series, Boston, 1876, 1-22) and subsequently printed in various editions of his *Works*. His lectures on the Italian poet were extremely popular. In one of them he made the oft-quoted statement as to how much Dante had meant to him. " If I may be allowed a personal explanation, it was my profound admiration of the *Divina Commedia* of Dante that has lured me into what little learning I possess." On his class procedure in his course for students of Italian, Barrett Wendell, who joined it during his junior year at Harvard in 1876, has expressed himself thus: " His method of teaching was all his own. The class was small—not above ten or a dozen; and he generally began by making each student translate a few lines, interrupting now and then with suggestions of the poetic value of passages which were being rendered in a style so exasperatingly prosaic. Now and again, some word or some passage would suggest to him a line of thought... After a month or two, he found that we were not advancing fast enough. So he fell into a way of making us read one canto to him, and reading the next to us. If we wished to interrupt him, we were as free to do so as he was to interrupt... So in a single college year, we read through the *Divine Comedy*, and the *Vita Nuova*, and dipped into the *Convito* and the lesser writings of Dante. And more than one of us learned to love them always." [18] Another sidelight into Lowell's Dante teaching is furnished by Jeremiah Curtin, the outstanding linguist and student of comparative mythology. In his *Memoirs* (Schafer ed., Madison, Wis., 1940, 55) he cites a letter to his sister in which he states: " study Italian with Lowell (i.e. in 1859-60). He has invited a few of us to come to his house twice a week from 8:00 to 10:00.

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[17] For fuller details on Monti, see John van Schaick, Jr. " Characters in the *Tales of a Wayside Inn*, VII—The Young Sicilian: Luigi Monti," and id. " *Characters in the Tales of a Wayside Inn.* IX. In *The Christian Leader*, April 15, 1939, 346-48 and April 22, 370-72.

In the *Tales* Longfellow describes him as follows:

> A young Sicilian, too, was there;
> In sight of Etna born and bred.
> Some breath of its volcanic air
> Was glowing in his heart and brain,
> And, being rebellious to his liege,
> After Palermo's fatal siege,
> Across the western seas he fled,
> In good King Bomba's happy reign.
> His face was like a summer night,
> All flooded with a dusky light;
> His hands were small; his teeth shone white
> As sea-shells, when he smiled or spoke;
> His sinews supple and strong as oak...
> The poets read he o'er and o'er,
> And most of all the Immortal Four
> Of Italy; and next to those,
> The story-telling bard of prose
> Who wrote the joyous Tuscan tales
> Of the Decameron...
> Much too of music was his thought;
> The melodies and measures fraught
> With sunshine and the open air,
> Of vineyards and the singing sea
> Of his beloved Sicily....

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[18] See T.W. Koch, op. cit. 57.

We have just finished Dante. I have never passed pleasanter hours: I have a good mastery of Italian." In a second letter Curtin states: " My second year in college I began to study Italian with Lowell. We read a great historical novel [*Promessi sposi*]. The following year we read the *Inferno* " (op. cit. 59).

Both the father and mother of Charles Eliot Norton, Andrews Norton and Catherine Eliot Norton, were fervent lovers of Italy. He had translated the *Promessi Sposi* in 1834 and she Pellico's *Le Mie Prigioni* in 1836. In 1850 young Norton paid his first visit to Italy, a second in 1856-57 and several more in the years that followed. A complete prose translation of Dante's *Vita Nuova,* of which partial translations had previously appeared, was published by him in 1867 with notes and two essays on the " date " and the " Structure of the *Vita Nuova.*" To many Americans it was their initial introduction to this charming little masterpiece. When he was entrusted with Lowell's Dante course in 1877 we can be certain that he was admirably prepared to deal with it. He combined it with another course on The History of the Fine Arts, which he had been teaching since 1873. In the beginning, from 1877 to 1886, he gave an informal voluntary course on Dante at his house but did not actually conduct a regular course until 1886. He resigned from his professorship in 1898 due to failing health, but continued to teach a course in Dante for several years to groups of picked students. His fine prose translation of the *Divine Comedy* falls within the period of his professorial tenure.

His qualities as a Dantist and as a teacher have been beautifully summed up by one of his former students, William Roscoe Thayer, distinguished author and historian and devoted lover of Italy, in his article on " Professor Charles Eliot Norton " in the *Twenty Eighth Annual Report of the Dante Society,* 1909, 5: " I call Mr. Norton the foremost Dantist advisedly," he writes, " for I had the rare privilege of being a pupil of him and of Lowell, whom Norton himself called his master. But Lowell was never the minute and indefatigable searcher of texts that Norton was; and Lowell never felt Dante as Norton felt him... To read Dante with Mr. Norton was almost an act of worship. There was in his voice something wonderfully stirring and wholly incommunicable. As he reached a favorite passage his face became radiant and his tones more tender. He explained fully from every side, — verbal, textual, literary, spiritual; and even when he did not pause to suggest the parallel between Dante's examples and our modern instances, he left no doubt of their pertinence to ourselves. Yet with all this there was no hint of preaching, no attempt, so common among German expounders, to twist Dante's text to fit a theory.

Looking back upon those hours of high instruction, I find it hard to say whether the final impression Mr. Norton's illumination of *The Divine Comedy* made upon me concerned the spiritual significance or the supreme beauty of the poem. That one should blend into the other was, after all, what he intended, for he never divorced the spiritual from the beautiful... In his interpretation of Dante he had one immense advantage which neither Lowell nor any other English-speaking Dantist has possessed; he had a specialist's knowledge of medieval art. So the thirteenth century lived for him not merely in its poetry, theology, and chronicles, but in its paintings and statues, in his churches and town halls, in its palaces and dwellings..."

Two years earlier in an homage to him in the *Harvard's Graduate Magazine,* Dec., 1907, 222, President Charles W. Eliot gave voice to the immense debt the University owed to this inspiring teacher: "Thousands of Harvard students attribute to his influence lasting improvements in their modes of thought, their intellectual and moral interests, and their ideas of success and true happiness. His work and his training for it were both unique and are not likely to be paralleled in the future."

In the pages that have preceded The Dante Society has already been mentioned several times. Since Professor Norton was its founder it would seem apropos to say a few words about it at this point. It had as its precursor the informal Dante Club whose most active members were Lowell, Norton and Longfellow. Starting with October 25, 1865 it met weekly for the purpose of criticizing and discussing the final version of the Longfellow translation which was waiting to be delivered to the printer. The Club ceased to exist when Longfellow left in 1868 for a two-year sojourn in Europe.[19] Interest in an organized Dante group remained dormant until 1880 when members of Norton's class upon hearing him suggest that a Club might render service in promoting Dante studies, expressed a desire to have one founded, Norton wanted Longfellow to be President of the new society. A prospectus was sent out on December 6, 1880 announcing: "It is proposed to form a society for the encouragement and promotion of Dante's life and works... Mr. Longfellow has consented to accept the Presidency of the Society." The first meeting took place in Longfellow's study on February 11, 1881. On his death in 1882, Lowell was elected President and remained in that office until he died in 1891. Norton was its third President, 1891-1908. Professors Sheldon, Grandgent, J.D.M. Ford, F.N. Robinson, E.H. Wilkins and George F. Gifford have followed him.

The Society has published an *Annual Report* since 1882. It has had a three-fold purpose: 1) the assembling of a Dante collection at Harvard, 2) sponsoring the publication of books relating to the poet, 3) offering an Annual Dante Essay Prize to graduate and undergraduate students in American colleges. The best of these essays have been printed in the *Report*. In 1954 the organization was incorporated as the Dante Society of America.[20]

Members of the Society, especially the committee which served under Professor Vincenzo Cioffari, current vice-president and National Chairman of the Dante Centenary Celebrations, were tireless in promoting activities throughout the United States and Canada. By means of numerous lectures, panel discussions, exhibits and festivals, the great Florentine was honored as no poet has ever been honored before. Some appreciation of what took place can be gained from the partial but concrete announcements on the Dante Celebration Programs noted by Professor Paul F. Angiolillo in his AATI Newsletter in *Italica*, XLII (1965), 314-17, 440-43; XLIII (1966), 323-24.

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[19] See J. Chesley Mathews, "Mr. Longfellow's Dante Club," op. cit. 23-35.

[20] See George H. Gifford, "A History of the Dante Society." *Seventy-Fourth Annual Report of the Dante Society*, 1956, 3-27.

To return now to the teaching of Italian at Harvard, the men that gave instruction during the Lowell and Norton tenures (1866-94) were Bennett H. Nash (1866-94), Edward S. Sheldon (1872-73, 1877-78, 1881-84) and George Bendelari (1878-82). They were followed by another outstanding figure in the long and splendid Harvard Italian tradition, Charles Hall Grandgent.

After graduation from Harvard in 1883 Grandgent spent three years abroad. He returned to his alma mater in 1886 acting as tutor and instructor in modern languages until 1889. For the next seven years he was Director of Modern Languages in the Public Schools of Boston. He then resumed teaching at Harvard, serving as Professor of Romance Languages for the next thirty-six years, and as chairman of the department from 1899 to 1911. In his obituary in *Italica*, XVI (1939), 159, Professor E. H. Wilkins writes: " He was an excellent teacher, as members of this Association [AATI] can gladly testify—remembering him most vividly, perhaps, as he sat at the head of the long table in the strange central room of the old Warren House. His teaching was quiet and yet completely alert. He sought and achieved exactness of understanding, no matter how difficult the text; and he stimulated his students to the attainment of exact understanding. His teaching was distinguished also by his extraordinary skill and taste in the use of words. His translations, even in the classroom, were beautiful in their verbal rightness. His utterance, in whatever language he was speaking or reading, was simple, clear and flawless. To his students he was endlessly generous in time and helpfulness."

Professor Grandgent has given us two early text-books, an *Italian Grammar* (Boston, 1887) later revised by E. H. Wilkins, which presents in the smallest possible compass all the grammar needed to prepare the student for reading, a text widely used in our colleges, and *Italian Composition* (revised edition, Boston, 1904). His *From Latin to Italian* (Cambridge, Mass., 1927) was for many years the standard work on the Italian language. Professor Grandgent is, however, known primarily as a Dantist and richly does he deserve to be. His *opus magnum* is his edition of the *Divine Comedy* (1st edition, Boston, 1909, revised in 1933). " What a noble piece of work the Grandgent Dante is

—superb, indeed, in its fusion of comprehensive scholarship and literary sensitiveness! The very pages of the book have a distinctive dignity, thanks to the wise device of the canto 'Arguments.' The text is obviously and freely a poem, and a poem approached with reverence. The occasional translations are not less than lapidary in their immutability" (Wilkins, op. cit. 160).

Other books of his on "il sommo poeta" are *Dante* (New York, 1916), *The Ladies of Dante's Lyrics* (Cambridge, Mass., 1917), *The Power of Dante* (Boston, 1918), and *Discourses on Dante* (Boston, 1924).

Professor Grandgent was Secretary of the Modern Language Association from 1902 to 1911, President of the MLA in 1912, President of the Dante Society from 1915 to 1932, and Honorary President of the AATI from 1924 to the time of his death in 1939.

There was no really serious attempt made by the department or the administration at Harvard to replace Professor Grandgent between 1932 and 1947. Between 1947 and 1950 the students had the great privilege of having Professor Wilkins as Visiting Lecturer. Dante study at Harvard looked up for a while with Professor Singleton from 1948 to 1957. There then followed another period of procrastination and indecision ending in 1962 with the appointment as associate professors of Nicolae Iliescu and Dante Della Terza, two apt scholars who are qualified to carry on the high standards set up by their illustrious predecessors. Professor Iliescu has published *Da Dante a Nievo: Considerazioni sul romanzo italiano* (Roma, 1959), a revision of his Harvard doctoral dissertation, and *Il Canzoniere petrarchesco e Sant'Agostino* (Roma, 1962), while Professor Della Terza's wide-ranging studies have appeared in various American and Italian periodicals.

Middlebury College

Unofficially, Italian had an auspicious start at Middlebury perhaps as early as 1822. The year previous Robert Bridges Patton, one of its language teachers since 1818, had taken a leave of absence to study in Germany and returned with a Ph.D from Göttingen. It is probable that he learned his Italian there. At any rate, his classes in that language must have been flourishing to judge from a letter by Lorenzo Da Ponte to an unknown person in Sunbury, Pa., dated November 7, 1824. Among other things Da Ponte writes: " Last week I sent fifteen grammars, as many dictionaries and some Italian books to Mr. Patton, professor in Middlebury College, where the Italian language is much studied and where they have a fine library of classical works of our authors." [21]

Officially, however, Italian first appears in the college *Catalog* for 1827 where it is stated under " Extra Studies," p. 15, that " Assistance is likewise furnished to all who wish to obtain a knowledge of the Hebrew, French, German, Spanish and Italian languages. And for the acquisition of any of these languages as well as for classical and philological pursuits generally, great facilities are furnished by a free access to a Philological Library [for Italian compare what is said in the 1824 letter by Da Ponte] which is open an hour every day, under the superintendence of the Professor of Languages, or some other officer."

The Reverend John Hough was the language professor from 1827 to 1836.

No modern languages are mentioned in the 1837-38 Catalogs, but those from 1839 to 1848 list Solomon Stoddard as teacher. He was followed by Rensselaer D. Robbins, 1848-67. Italian and Spanish then disappear for many years, in fact the former is not regularly offered again until 1925.

Though the wait was an unusually long one, ample compensation came in 1932 marking a very significant forward step for Italian. That year Dean Stephen A. Freeman, Executive Directory of the Middlebury Language Schools and Professor André Morize, Director of the French School, decided that the time had come to add a Scuola Italiana to the three already in existence—German, French and Spanish.[22] It was started under the sponsorship of the French School with Professor Gabriella Bosano of the Italian Department of Wellesley College as its Director. She was aided by Professor Louis A. Solano of Harvard. Fourteen resident students and four non-residents were enrolled the first summer. The school began to function separately in 1933 and continued under Miss Bosano's direction to 1937 at which time the faculty had increased from two to five, the courses in language and literature from five to ten and the enrollment to sixty, including twenty-nine students enrolled in other language schools who took courses in Italian. Professor Bosano was followed by Professor Camillo P. Merlino of Boston University who successfully carried on for ten years to 1947, by which time the faculty had increased to six, the courses to twelve and the enrollment to fifty-six resident students. Since 1948 Professor Salvatore Castiglione has been in charge and the Scuola has been enjoying a capacity enrollment which is determined by the dormitory and dining room space available.[23]

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[21] The letter is reproduced by Joseph L. Russo in *Lorenzo Da Ponte. Poet and Adventurer* (New York, 1922, Appendix, 141-43) from a manuscript in the New York Public Library.

The " Middlebury Idea," as stated in the *Summer Language Schools Bulletin* for 1965 is as follows: " Thorough training in the use of the foreign language is the foundation of Middlebury's reputation. These five schools [that is, French, German, Italian, Spanish and Russian] aim to give a mastery of the spoken and written language, and a coordinated knowledge of the life, institutions, literature, history and culture of the foreign country. The basic Middlebury rule is strictly enforced—the segregation of students from contact with English; complete concentration upon the foreign language; exclusive use of the language in and out of the classroom; and careful attention to the individual needs of each student. Each school has its separate residences and dining halls and a faculty of native instructors. *During the entire session, the foreign language is the sole medium of communication in work and play.* From the day of arrival, students are pledged to speak the foreign language."

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[22] Russian followed in 1945.

[23] For a fuller account see Herbert H. Golden. " La Scuola Italiana di Middlebury College." *Italica,* XXXII (1956), 2-7.

In 1960 Middlebury College organized a Graduate School of Italian in Italy with headquarters in Florence. The students are prepared by a preliminary summer of study at Middlebury, Vermont, and go abroad late in September. The academic year is spent on a program of advanced instruction involving courses in phonetics, literature, history, institutions, with special lectures by distinguished professors. The enrollment in 1964-65 was twenty-five students, five men and twenty women, who are graduates of eighteen different colleges. Fifteen of these obtained their M.A.'s there.

The total number of degrees for the entire period since the founding of the Scuola Italiana (1933-65) is as follows: 165 M.A. degrees and seven Doctorates of Modern Languages. Sixty-one of the M.A.'s have been granted to students who have enrolled in the Graduate School in Italy. This is eloquent testimony on the major role in the history of Italian culture that has been played by both of these Italian schools. It stands as a special tribute to their directors and particularly to Professor and Mrs. Castiglione who have devoted so much of their time and energy to their growth.

Incidentally, the newly established chair of Italian at Middlebury has just been awarded to Professor Castiglione. In addition to her contribution to the Scuola Italiana, Mrs. Castiglione is the author of a valuable text: *Italian Phonetics. Diction and Intonation* (New York, 1957), the only English handbook on the subject, and is the editor of a popular school paper, *Il Giornalino,* which deals in simple Italian with current information on Italy.

Columbia University

In 1825 Lorenzo Da Ponte applied for and was granted permission to teach Italian at Columbia College as the University was then known. We reproduce the minutes of the Trustees from the copy made by Professor Joseph L. Russo which is printed in his *Lorenzo Da Ponte. Poet and Adventurer* (op. cit. 212).

" May 2d, 1825. A letter from Mr. Da Ponte was received, asking permission to instruct the alumni of the College in the Italian language and to make use of some part of the building for that purpose. The above letter was referred to the Standing Committee.

June 6th, 1825. (At this meeting the report of the Standing Committee was laid on the table for further consideration).

Sept. 5th, 1825. *Resolved,* That a Professorship of Italian Literature be established in this College, but that the Professor be not considered one of the Board of the College, nor subject to the provisions of the second chapter of the statutes.

Resolved, That the attendance of the students upon said Professor be voluntary, and that the hours of attendance be appointed by the Professor, under the direction of the President.

Resolved, That Signore Da Ponte be and is hereby appointed to the said professorship and he be allowed to receive from the students who shall attend his lectures a reasonable compensation; but that no salary be allowed him from the College."

As the result of this action by the trustees Da Ponte was able to start his first class with twenty-three students, who paid a fee for their course, which he accepted with great reluctance. At the same time he was also anxious to furnish the college library with Italian books. But as the fees would not cover the expense of the volumes which he intended to give he asked his friend and former student, Mr. Clement Clarke Moore, one of the Trustees, to purchase them at cost-price. The offer was approved, two hundred and sixty-three volumes being bought for $364.05. Despite this, conditions did not improve and Da Ponte, discouraged over his failure to attract a sufficient number of students, resigned in June 1826. In 1830, in a final effort to stimulate the lagging interest in Italian, he offered to give eighty lessons at the rate of two per week to a hundred students for a tuition of $15.00 each. In addition, he promised to match the fees collected with the presentation either to the students or to the College of a thousand volumes of selected Italian works, a proposition that the Trustees considered "inexpedient." Acceptance of the offer would, of course, have involved a revision of the statutes. Since, as Da Ponte claims, his resignation in 1826 was never accepted, he continued to consider himself a member of the Columbia teaching staff until his death in 1838. During this interval he was a "Professor sine exemplo" most of the time.

The next name that appears on the records is that of the ardent patriot, Eleuterio Felix Foresti, who was appointed to fill the Da Ponte vacancy in 1839. With Silvio Pellico he had suffered the tortures of the Austrian prison at Spielberg. He had come to New York in 1836 and was then earning a living as a private teacher.

On October 15, 1840 President Duer sent the following letter to the parents of Columbia students: "Sir: Provision having been made for the instruction of the Students of Columbia College in the Language and Literature of France, Italy and Spain, by the Professors of those branches upon whom attendance is voluntary on the part of the Students or their Parents—I have to request you to Signify your wishes upon the Subject with respect to your Son, within the course of a week after this reaches you—and to Specify which of the above languages you wish him to be taught..."

P.S. The charge for tuition for each Student is fifteen dollars for the Academical year, by each Professor they attend." [24]

Though no names are mentioned we can be certain that the person assigned to instruct in Italian must have been Foresti. He kept his post at Columbia and, concurrently, at New York University, until 1856, the year he became American consul at Genoa.[25]

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[24] From the Columbian Collection. Quoted by H.R. Marraro, "Pioneer Italian Teachers of Italian..." op. cit. 566.

[25] Prof. Marraro has written an interesting and extensive biographical study on Foresti: "Eleuterio Felice Foresti," *Columbia University Quarterly*, XXV (1933), 34-64. A translation of Foresti's *Memoirs*, also by Prof. Marraro, appears in the same journal, XXIV (1932), 440-75. See also Marraro, "Da Ponte and Foresti: The Introduction of Italian at Columbia." *Columbia Univ. Quarterly*, XXIX (1937), 23-52.

In 1846 Appleton of New York printed Ollendorff's *New Method of Learning to Read, Write and Speak the Italian Language. Adapted for the Use of Schools and Private Teachers.* Though it contains additions and corrections by Professor Foresti, it essentially reproduces the material and procedure used in the other Ollendorff texts that the book firm had brought out during the same year. The *New Method* represented a re-action against the existing grammar and dictionary method; practice came before theory. The lessons are intended to be dictated by the teacher and repeated by the student. The exercises consist of familiar conversations on ordinary subjects and follow a question and answer arrangement. Here is a typical example in the Foresti grammar which happens to deal with the demonstratives and possessives. " Have you that book? — No, Sir, I have not. Which book have you? — I have not that of my neighbor. — Have you my stick, or that of my friend? — I have that of your friend. — Have you my bread or the baker's? — I have the baker's. I have not yours. — Have you the neighbour's horse? — No, Sir, I have it not. — Which horse have you? — I have not that of the baker..." A *Key to the Grammar Exercises* was printed separately. The number of schools which specifically list the Foresti book as a text indicates that there was a strong demand for it.

The *Crestomazia Italiana* (New York, 1846) was prepared for use in conjunction with Ollendorff's *New Method* grammar. It contains a series of stories or episodes from the writings of Carlo Bini, Botta, Foscolo, G. Gozzi, Guerrazzi, Machiavelli, Manzoni (who occupies a major space with six selections from the *Promessi sposi*), Mazzini, Taverna, Verri, Villani. Foresti defends his selection as follows in his Preface: " In its compilation, we have aimed more particularly to engage the mind and enlist the feeling of the student; for to read without sympathy, is to acquire a distaste for learning—To march without making progress. For this reason, principally, we have given the preference to modern authors, most of whom are still living. We do not mean, by so doing, to dispute the universally acknowledged merit of the ancient Italian writers registered in the classic catalogue approved by the despotical dictatorship of the Academy of the Crusca. They are unquestionably masters in purity of language and style; but we think that the subjects upon which they wrote are not the best calculated to inspire with sympathy and interest the young—especially the young American—mind. On the contrary, modern authors, influenced by the existing principles relative to social improvement, and by a philosophical criticism far superior to that of the ancients, write in Italy as elsewhere, with more depth and thought, freshness and vigour of style, and in a tone and spirit more in accordance with the opinions and taste of the present day; and it is quite probable their writings will be more relished by the readers of today.

The selections contained in this volume have been made from the works of eminent men, whose fame rests upon an authority of far more weight and power than that of the Crusca—the united voice of their native country." In the book the longer passages are conveniently interrupted after every two or three pages by the insertion of a glossary, which evidently marks the end of each reading assignment.

A year after Foresti's departure (1857) Italian is still listed in the Columbia catalog. It disappears in 1858 and does not officially re-appear until 1880, when it was offered in the Department of Modern Languages and Foreign Literatures in charge of Charles Sprague Smith. Professor Sprague Smith functioned as Instructor of Italian and Spanish and as Professor of German. A Department of Romance Languages was, incidentally, not established until 1891. It was in 1884, during the tenure of Professor Sprague Smith, that Carlo Leonardo Speranza, with a degree from Padua and teaching experience abroad and at Yale, came to Columbia, remaining until his death in 1911. He was chiefly concerned with teaching the language and stimulating interest in it at the undergraduate level. Statements made by Professor Speranza's colleagues as well as by his former pupils attest to the fact that he was one of the most devoted and inspiring teachers of his day.

Professor Speranza was joined in 1904 by a brilliant scholar, Dino Bigongiari, who served the University for more than a half century—1904-1955. His erudition is proverbial at Columbia. In his Preface to Bigongiari's *Essays on Dante and Medieval Culture* (Firenze, 1965, 7) his former student, Professor Henry Paolucci, writes: " Colleagues sent a stream of students to him annually, including from time to time doctoral candidates badly in need of the substance of an unwritten book. If the rush of words was too great for an unretentive memory, he would not hesitate to write the whole matter out, sheet by sheet, to be carried away for restudy and eventual incorporation in a dissertation." Unfortunately, Professor Bigongiari had a deep aversion towards expressing himself in print. Nevertheless, as the writer of the obituary article on him in the New York *Times* for Sept. 8, 1965 has observed: " In spite of his lifelong reticence, he gained an immense reputation among scholars. His occasional dissections of works of faculty scholarship were so surgically, and even politely, incisive, that their authors could not possibly hope to reassemble the parts. Professor Bigongiari's pen sliced cleanly between a fact and a wrong assumption grafted to it, cleaving them foreover."

Another valuable addition to the Columbia staff was Professor Arthur Livingston, a Columbia University Ph.D (1911). He had had some previous teaching experience at Smith (1908-09) and Cornell (1910-11). His tenure at Columbia lasted from 1911 to 1944. Among the noted Italian personalities he introduced to the American public are Pirandello, Prezzolini, Papini, Pareto and Guglielmo Ferrero. He edited the *Memoirs* of Lorenzo Da Ponte (Philadelphia, 1929), and wrote (with Federico Nardelli) a book on D'Annunzio, *Gabriel the Archangel* (New York, 1933), to cite only two of his publications. As contributor for many years to the Book Section of the New York *Herald Tribune* he introduced scores of Italian writers and their works to American readers.

In 1927 as the culmination of intense activities on the part of Professor Gerig and both undergraduate and graduate students, among them Peter Riccio (Director 1957-66), the Casa Italiana at Columbia came into being and at once became a national center for Italian culture. Its imposing seven-story building in Florentine Renaissance style houses offices, classrooms, an auditorium with a seating capacity of 300, and the Paterno

Reference Library with more than 25,000 volumes. Various scholarships and prizes are sponsored by the Casa including the Oldrini Travelling Fellowship awarded to a male graduate student registered at the University. The *Casa Italiana Bulletin* (1930-38), The *Italy America Monthly* (1934-35), The *Casa Italiana Quarterly* (1938-39), and *Il Giornalino* (1932-42), have appeared under its auspices, as well as a number of translations of Italian classics, critical studies and Professor Prezzolini's monumental *Repertorio Bibliografico della Storia e della Critica Italiana*: 1902-1942 (New York-Rome, 1933, 1946-48, 4 volumes).

The name of Giuseppe Prezzolini has just been mentioned. A prolific journalist, author, literary critic, associated with Papini as editor of *Leonardo*, editor of *La Voce*, two periodicals that brought to Italy a new and vigorous intellectual life, he was already internationally known when he came to Columbia in 1930 as Professor of Italian and Director of the Casa Italiana. He had previously taught in the 1923 Summer Session when the Department of Romance Languages initiated an " experiment of inviting a corps of foreign scholars to give a series of lectures all grouped about one central idea." His two courses, " Italian Literature in the Twentieth Century " and " Italy and Italian Problems of Today," drew a record number of graduate students to them. His *The Legacy of Italy* (New York, 1948), a collection of classroom lectures on the nature and uniqueness of Italian civilization, serves as a good index of his stimulating if not always acceptable evaluation of Italian culture. It was largely due to his tireless energy, his resourcefulness, his encyclopedic fund of knowledge and his ability to attract and inspire graduate students that during the first half of his tenure (1930-40) the study of Italian reached the highest peak in the history of the University. Very soon, however, the animus generated by World War II brought about a sharp decline.

In recent years Columbia has been fortunate enough to enjoy the services of Italians who have achieved distinction in the literary or linguistic fields and who at various times have taught there either during the regular year or during the Summer Session—Mario Casella, Romano Guarnieri, Piero

Misciatelli, Bruno Migliorini, Umberto Bosco, Raffaello Spongano and Giuseppe Ungaretti.

There have also been excellent Italianists in allied departments—notably Paul Oskar Kristeller (Philosophy), one of the greatest living authorities on the Italian Humanists, Jefferson Butler Fletcher (Comparative Literature), translator of the *Divine Comedy* (New York, 1933), author of *Dante* (New York, 1916), and *Literature of the Italian Renaissance* (New York, 1934), lectures given in the Comparative Literature Course, Henry Morgan Ayres (English), also a translator of the *Divine Comedy* (New York, 1949-53) and successor to Professor Prezzolini as Director of the Casa Italiana (1940-48), and Mario A. Pei (Romance Philology), author of *The Italian Language* (New York, 1941) and many other books and articles that as a whole or in part deal with the Italian language.

Among the members of the Italian faculty at present are Howard R. Marraro (1929-66), an outstanding authority on Italian-American cultural and diplomatic relations. He was Executive Officer from 1949 to 1952. Promising members of the younger Italian faculty are Olga Ragusa specializing in Franco-Italian literary relations and the literature of the nineteenth century, especially Verga, on whom she has published *Verga's Milanese Tales* (New York, 1964), John Charles Nelson whose field is the Renaissance (see his *Renaissance Theory of Love. The Context of Giordano Bruno's* Eroici furori (New York, 1958), an expansion of his Ph.D. dissertation, 1954, and Luciano Rebay, whose field is contemporary literature (see *Le origini della poesia di Giuseppe Ungaretti* (Roma, 1962).

To date there have been more Ph.D's in Italian granted by Columbia than by any other university in the United States.

University of Virginia

The study of Italian at the University of Virginia coincides with its opening in 1825 under the rectorship of Thomas Jefferson. The Board of Visitors' *Minutes* contain a resolution passed on April 7, 1824 in which it is stated that " In the School of Modern Languages shall be taught French, Spanish, Italian, German, and the English language in its Anglo-Saxon form; also modern history and modern geography." The same statement was included in the Rector's report to the State Literary Fund on October 5, 1824, and was approved by that group.

Francis Walker Gilchrist was sent to England during this year to find the professors that were needed and for the modern languages secured the services of George W. Blaettermann, a young German of " profound pedantic classical learning " then living in London. It is revealed that in 1830 at the time of Madison's rectorship he was tried on various charges, " not excluding the universal complaint that he taught French with a German accent. The Visitors, with Madison absent but acquiescing, compelled him to share his work and pay with a tutor [very likely an Italian] who taught French with an Italian accent." Blaettermann re-acted to the charges by hastening to Monpellier [a place near Orange, Va.] 'much in the fidgets,' wrote Madison, " apprehending collision if not degradation." He was soothed and remained on the faculty until 1841 when he was dismissed for having offended Virginia mores by " cowhiding his wife in public." [27] It was no doubt on account of Blaettermann's unsatisfactory status as a teacher that the Board further resolved on August 17, 1837, that " Students attending the School of Modern Languages, and performing their duties in that School, shall be at liberty to receive instructions in the French language from a native of France, in Italian from a native of Italy & in Spanish from a native of Spain subject to such regulations as to time, place & expense of such instruction as the faculty may prescribe."

Blaettermann was suceeded briefly by Charles Kraitsir (1842-44), a Hungarian who was graduated from the University of Vienna and who had been teaching privately in Washington, D.C., and who also had been employed as a language teacher at the Charlotte Hall Academy in nearby Annapolis. Following his resignation due to the small salary he had been earning, Willis H. Woodley, Proctor of the University of Virginia, placed a series of advertisements in the *National Intelligencer* (Washington, D.C.), starting with August 14, 1844, which read as follows: " The chair in the school of Modern Languages of this Institution having become vacant by the resignation of Professor Charles Kraitsir the Board of Visitors will proceed at a special meeting on the 10th of September next to fill the vacancy thus occasioned. The compensation to the professor consists of a salary of $1,000. and a fee of $25. from each member of the school, besides a comfortable dwelling and garden free of rent. The languages taught are German, French, Spanish, Italian and Anglo-Saxon. Applications may be addressed to the undersigned at the University of Virginia " [i.e. Mr. Woodley].

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[27] See Irving Brant. *James Madison Commander in Chief: 1812-1836.* Indianapolis, 1961, 458-59.

This hitherto unknown document furnishes interesting data on the language professors of the time as well as on the method used to secure them.

It was perhaps the notice in the *National Intelligencer* that attracted Maximilian Schele de Vere to apply. He was born in Wexio, Sweden, in 1820, studied at the University of Berlin where he earned a Ph.D in 1841 and soon thereafter the degree of *Juris utriusque doctor*. When he came to Boston in 1843 he took a course in Modern Greek at Harvard. He occupied the departmental chairmanship at Virginia until 1895 or fifty-one years. He is the author of *Outlines of Comparative Philology* (1853), a French and Spanish grammar, studies in English, and a number of historical romances and translations from the French and German.[28]

From 1851 through 1857 Schele de Vere shared his teaching duties in Italian with three assistant instructors for whom there were apparently no set qualifications. However, the *Minutes* of the Board for September 4, 1858 reveal that positive action was taken in this respect, namely, that " there shall be three assistant instructors in the School of Modern Languages, one for the French, one for the German and one of the Spanish and Italian languages, whose mother tongues are French,

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[28] On Schele de Vere, see Paul Brandon Barringer et al. *University of Virginia: Its History, Influence, Equipment and Characteristics with Biographical Sketches and Portraits of Founders, Benefactors, Officers and Alumni*. New York, 1901, 355-56.

German and Spanish respectively, except that if such a person, properly qualified cannot be found for the instructor of Spanish and Italian, an Italian may be appointed in that place." The new ruling lasted only for four years, 1858-61, coinciding with the tenure of Gaetano Lanza, an experienced private teacher who had come to Charlottesville from Boston. Lanza soon complained about the meagre stipend he was receiving, a matter that was taken up by the Board on February 7, 1860: " Resolved that the application of Mr. Lanza for additional compensation with the title and position of Professor, endorsed as it is, by Professor Schele, meets with the favorable consideration of the Board." Nevertheless, a favorable decision was indefinitely deferred. Presumably Lanza stayed in Charlottesville teaching privately or in one of the academies. In 1867-68 his name reappears in the curriculum announcement of the University as " Licenciate," tutor, and is repeated in the announcement for 1868-69.

The catalog for 1889-90 shows that the School of Modern Languages was bisected with Schele in charge of Spanish, Italian and Anglo-Saxon and Adjunct Professor William H. Perkinson in charge of French and German. In it we note the following interesting description of class procedure with respect to Spanish and Italian. " In Spanish and Italian each there is one class in which a number of classic and modern authors is read, to practice pronunciation, to acquire facility in prompt rendering of the foreign idiom, and to appreciate the literary beauties of eminent writers. A much larger number of works, mainly by modern authors, is assigned to be read privately.

At every meeting a lecture is delivered, and to a large extent illustrated by examples and quotations. In these lectures the Grammar and the Syntax of each idiom are discussed. The treatment is mainly historical, the words, the sentences, and the general structure being exhibited as they gradually develop themselves from the earliest efforts made by the infant nation to the highest results obtained in its so-called Golden Age.

These lectures are accompanied by weekly exercises, translations from the vernacular into the foreign idioms. They furnish the Professor with evidence of the degree of success with which he has tried to explain the rules and usages of each language. After having been carefully marked, they are returned to the student, and then written, in correct form, on the blackboard. The Professor, as he writes there, accompanies the exercises with a running commentary on the various rules that have been violated or misunderstood.

At stated intervals the Professor reads aloud, so as to train the ear; at others, he dictates extracts from foreign writers for the same purpose.

After the classes have become somewhat familiar with the language, they are given a series of lectures treating of the History of the idiom. Its forms, its structure, and its spiritual characteristics are carefully traced through the different periods, and minutely compared with each other. This gives an opportunity for instruction in the fundamental rules of the Science of Language, to which much attention is given. These lectures are followed by another course on the Literature of each idiom. The different periods of the literature are explained and illustrated by sketches of the lives, and criticisms on the works, of the principal writers of each age. The parallelism between the national growth of a people and its literary proficiency is constantly pointed out."

The text-books listed are the standard text-books of the time: Cuore's *Grammar,* Foresti's *Reader,* Manzoni's *I Promessi Sposi,* Tasso's *Gerusalemme Liberata,* Pellico's *Le Mie Prigioni,* Petrarca, Dante's *La Divina Commedia.*

In 1895 William H. Perkinson took over instruction for the next five years, and after Richard L. Wilson became chairman of the newly established School of Romance Languages in 1899-1900, he appears to have consistently offered Italian until 1920. Except for 1865-66 it is continuously listed in the catalogs until that year. Instruction became available again in 1928 at which time it was resumed by the late Professor Oreste Rinetti. Despite its long history, it can hardly be said that the Virginia record of teaching Italian is marked by any distinction save, perhaps, by the fact that Edgar Allan Poe studied the language under Blaettermann.

University of Maryland

In an obituary notice on Lorenzo L. Da Ponte, son of the famous Lorenzo Da Ponte, which appeared in the New York *Evening Post* for January 30, 1840, the statement is made that at the age of twenty-one he was appointed professor of rhetoric and belles lettres at Washington College in Chestertown, Maryland,[26] which with St. John's College in Annapolis had combined to form the University of Maryland. Since Lorenzo L. was born in 1803 and since the college was destroyed by fire on January 11, 1827, there is doubtless a bit of exaggeration about his age at the time. However, it is certain that he taught at Washington in 1826 and may even have been employed the preceding year. It cannot be proven that he taught Italian as a regular course but there is scarcely any question about his being available as an instructor on an optional basis. After the fire Lorenzo L. lived briefly in Philadelphia and then resided permanently in New York City. It will be brought out a little later that he was appointed as Professor of Italian at New York University in 1832.

An advertisement in the *National Intelligencer* (Washington, D.C.) for August 30, 1855 on St. John's College, informs us that " Regular instruction in French, Spanish, German and Italian will be given without charge." The instructor is not named but we know that he was German-born Rudolph L. Tafel, who had held the post of librarian at the U.S. Naval Academy at Annapolis. In 1863 he was appointed professor of German, French, Italian and Spanish at Washington University in St. Louis where he continued to teach until 1868 when he entered the ministry. He was a man of great learning and versatility and soon established himself as the most outstanding figure in the New (Swedenborgian) Church.

In 1859 another branch of the University of Maryland, Maryland Agricultural College at College Park, announced in its first circular that Battista Lorino, LLD, was the occupant of the post of " professor of ancient and modern languages, including Latin, Greek, German, Spanish and Italian." Lorino continues to be listed as a faculty member until 1865. Thanks to an announcement in the *Intelligencer* for Nov. 8, 1855, we are in a position to add that he had emigrated to the United States in 1850. After several years of instruction at the New York Conference Seminary he came to Washington in search of a new job. He very likely taught in the private Schools of the Nation's Capital up to the time he was called to College Park.

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[26] Noted by H.R. Marraro, " Pioneer Italian Teachers in the United States." *Modern Language Journal,* XXXVIII (1944), 562.

Bowdoin College

Henry Wadsworth Longfellow, it will be recalled, was graduated from Bowdoin with the class of 1825. The School Board then offered him a professorship in the modern languages provided he would equip himself at his own expense with a first hand knowledge of them through residence in Europe. During the winter of 1826-27 he studied Italian in Paris with a certain De' Ferranti, "guitarist to his majesty le Roi de Belges" (*Journal*, Oct. 31 1846). 1828 he spent in Italy and part of the next year in Germany, returning to the United States in 1829. Even before his European trip Longfellow, in an informal way, must have had some contact with the language as indicated by a letter written to his father on December 5, 1824, in which he states: "I want to spend one year at Cambridge for the purpose of reading history and becoming familiar with the best writers in polite literature, whilst at the same time I am acquiring a knowledge of the Italian language without an acquaintance with I shall be shut out from one of the most beautiful departments of letters." [29]

It is likely that the young man taught Italian unofficially at the college in 1829. Formal provision for instruction was, however, not made until 1830 when it together with German was opened to seniors. According to the 1832 catalog "The student may at his option study the Ancient or one of the Modern Languages, Spanish, German or Italian, instead of calculus," an option evidently quite to the liking of those who were weak in mathematics.

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[29] *Final Memorials of Henry Wadsworth Longfellow* (S. Longfellow ed.) Vol. I. Boston, 1887, 53.

Longfellow preferred to use his own grammar, the *Syllabus de la grammaire italienne* (Boston, 1832). This was written in French for two reasons: 1) Because it presupposed a knowledge of French. 2) Because he did not want to create the impression that he was in any way competing with his friend, G.W. Greene, who was likewise planning to write one. With respect to the second point he states in a letter to Greene dated June 2, 1832: " I trust this little grammar will not interfere in the least with the plan you once proposed, and I confess, one reason for writing it in French was to avoid the possibility of interfering with your proposed work." (*from a copy made by Prof. Goggio*). During the same year (1832) he also published his *Saggi de' novellieri italiani d'ogni secolo. Tratti da' più celebri scrittori. Con brevi notizie intorno alla vita di ciascheduno.* In his preface he writes in bookish Italian: In questo benavventurato e glorioso secolo decimonono, il quale a buon dritto potrebbesi il Secolo d'Oro delle moderne favelle chiamare, sfortunato colui a chi tocca la sventura di non saperne più d'una. Quindi alla giornata si sono destati moltissimi scrittori. Grammatici eruditi, ed illustri Compilatori di Dizionarij, di Raccolte, ed eccoli uscire al campo accinti a cruda guerra, ciascheduno de' suoi libri fornito, e di quà e di là ad alta voce gridando, ' Questo mio Dizionario si debbe avere per molto migliore che alcun di quelli che l'hanno preceduto.' ' Che questa Raccolta sia la più bella e la più importante d'ogni altra, ella è verità di cui non può dubitarsi chiunque n'ha letto soltanto il titolo.'— Saggi de' migliori Prosatori e Poeti, sì antichi che moderni, con sommo studio raccolti, per uso degli studiosi ed amatori dell'amena letteratura, e secondo la capacità de' Comincianti disposti di modo che verranno ad internarsi nello spirito della lingua, ad impararne a conoscere l'indole ed il genio, ed a rendersela affatto famigliare senza avvedersene.'

L'altrui esempio, anzichè ritirarmi dall'alta impresa, m'ha aggiunto nuovo coraggio d'uscir sulle tracce di cotanti benemeriti, ma senza poi suonar la tromba de' miei lodi. Non dico che sia questa scelta di Novelle la migliore che ci fosse mai;

nemmeno che, solo col voltare i suoi fogli, può uno diventare perfetto nell'idioma ond'è scritta. Ben so, e lo dico

'come colui che piange e dice,'

ben so che è dura scala l'innoltrarsi in una lingua straniera; e che sono molti gli affanni, le fatiche, e le veglie, che conducono alla perfezione.

Mi giova sperare, Benigno Leggitore, che questo volumetto possa facilitare i tuoi passi; e vaglia questa considerazione a renderlo gradito. È scelto dalle opere de' Novellieri più segnalati della lingua Italiana. Le bellezze di questa vaga e dolce favella, ed il desiderio di giovare alquanto alla pubblica educazione, m'hanno, più d'ogni altra cosa, ad imprendere il tenue lavoro animato.» The authors included are Soave, Bramieri, D.M. Manni, G. Gozzi, Grazzini, Bandello, Machiavelli, Sacchetti, Boccaccio (five stories), G. Fiorentino and the anonymous author of « Il grasso legnaiuolo. »[30]

One of Longfellow's students, Daniel R. Goodwin, who took over his duties at Bowdoin 1835 to 1853 has said of him: « He created an interest... for the modern languages, which has never since been equalled. He was a model teacher with a special fitness, both natural and acquired, for the department. To a musical voice and singularly facile organs, to a refined taste, a ready command of the best English, and a thorough acquaintance with the languages and literature he taught, he added an affable and winning manner, a warmth of enthusiasm, a magnetic power, a ready sympathy, and an inexhaustible patience, which made his lecture room and the studies of his department a joy and a pleasure at the time and ever afterwards a happy memory.»[31]

As for Italian, there is no clear indication that it was offered between 1835 and 1840. The two Italian instructors that served under D.R. Goodwin were Richard Pike (1840-41) and his brother Ichabod Goodwin (1842-43), who probably replaced him while he was studying abroad. Upon his return Daniel Goodwin taught the language alone until his retirement in 1853. Charles W. Everett instructed in Italian between 1853 (?)—1855 and 1857. It is not known who was in charge in 1858-59 and 1861. William J. Maltby taught it briefly in 1860, Joshua Lawrence Chamberlain between 1862 and 1864 and Stephen J. Young between 1863 and 1877. In 1870 on Professor Young's recommendation, concurred in by the faculty and the Visiting Committee, the Board had reversed the position in the curriculum hitherto held by Italian and Spanish, moving Italian from the senior to the junior year, and Spanish from the junior to the senior. According to Professor Young: « Many undergraduates like Italian but few really care for Spanish.» [32]

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[30] See Hermann H. Thornton. « An Early American Textbook.» *Italica*, VII (1931), 110-11.

[31] Quoted by G.B. Watts, op. cit., 74.

With the exception of Richard Pike and William Maltby, who died suddenly in 1860 and about whom we know little, the others did not make language teaching their life-time occupation. All of them, however, gained distinction in other fields, Daniel R. Goodwin as President of Trinity College (Hartford) and Provost at the University of Pennsylvania, Ichabod as a financier and politician, Charles W. Everett as a theologian, J. L. Chamberlain as President of Bowdoin and four-term governor of Maine. These men have earned mention in the *Dictionary of American Biography*. As to Stephen J. Young, he served in the Maine Legislature (1878-80) and was a state senator (1883-86).

It was in 1877 that Henry Johnson began his long teaching career at Bowdoin, which lasted until 1918. Italian he apparently taught intermittently from 1880-81 to 1893-94. His reputation rests on his fine translation in blank tercets of the *Divine Comedy* (New Haven, 1915).

University of Pennsylvania

The *Minutes of the Trustees* of the University of Pennsylvania inform us that Lorenzo Da Ponte was made an instructor in Italian on January 5, 1830. This coincides with his short sojourn in the city in 1829-30. He resigned after a semester of service on July 6.

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[32] Comment of Bruno Roselli in *Italian Yesterday and Today*, op. cit. 27.

There is a hiatus until 1851 when Vincent D'Amarelli (listed as one of the professors not a member of the faculty) was appointed to teach the subject. He remained until 1867. Incidentally, he also instructed at the Polytechnic College of the State of Pennsylvania in Philadelphia in the early 50's.[33] Giuseppe Mazza taught at the University from 1867 to 1869 at which time Italian could be taken as an elective with either Latin or French during the sophomore, junior or senior year. The instructor for 1870-71 is unnamed.

When we consider that for most of the past century the school had rarely more than two teachers of modern languages at one time, it becomes clear that little could be done for any of the tongues, including Italian. Spanish, for example, was completely neglected from 1835 to 1870 and even then it was introduced on a fee basis.

Both languages, however, became a part of the regular curriculum in 1893 when Professor Hugo A. Rennert assumed the chairmanship of the new Department of Romance Languages. Though from this time on Professor Rennert was primarily interested in Spanish and acquired fame through his *Life of Lope de Vega* (Philadelphia, 1904, Spanish trans., Madrid, 1919), *The Spanish Stage* (New York, 1909) and *The Spanish Pastoral Romances* (Philadelphia, 1912), he taught Italian along with Spanish for more than twenty-five years. Needless to say, Professor Rennert was occasionally assisted by others. For example, a Dr. Cheyney taught Italian Correspondence and Poetry in 1900.

In 1919 Professor Domenico Vittorini transferred to Pennsylvania from Temple University and in the course of his tenure, which was cut short by his premature death in 1958, he developed into an outstanding scholar, the first genuine specialist in Italian that the school has ever had. He is the author of *The Modern Italian Novel* (Philadelphia, 1930), *The Drama of Luigi Pirandello* (Philadelphia-London, 1935, 2nd ed.,

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[33] Gleaned from an announcement in the *National Intelligencer* (Washington, D.C.) for Sept. 14, 1854. The school also advertised in a number of other newspapers.

New York, 1957), *High Points in the History of Italian Literature* (New York, 1958), and several class-texts. He served as President of the AATI in 1948, as associate editor of *The Modern Language Journal* starting with 1944, and as associate editor of *Symposium* starting with 1950.[34]

Princeton University

It has previously been mentioned that the curriculum notices of the Revolutionary period indicate that instruction to students in French, Italian, Spanish and German could be had at Princeton, then the College of New Jersey, optionally and without charge. In 1830 the newly formed alumni association provided for a " professorship in living languages " at which time Louis Hargous was appointed to the post. In 1832 Benedict Jaeger is listed as " Professor of German and Italian," and from 1836 to 1843 as " Professor of Modern Languages and Lecturer in Natural History." [35] He became well known not as a language professor but as a botanist and tireless collector of botanical and zoological specimens. The fine museum at Princeton owes a great deal to him. On leaving Princeton he engaged in private language teaching in Alexandria, Va. G. De Felice was a professor on the Theological Faculty in 1843 and he may unofficially have taught some Italian.

Conditions for the study of modern foreign languages could not have been favorable for a number of years at Princeton to judge from a statement made by an alumnus of the class of 1853 which criticizes the University for failing to provide adequate training in them,[36] and apparently, not much was done for several decades thereafter. French doubtlessly continued to be available most of the time but not Italian and Spanish. Thus, as late as 1886-87 the school catalog states:

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[34] See J.G. Fucilla, " In Memoriam: Domenico Vittorini." *Italica*, XXXV (1958), 77-82.

[35] Cf. *Princeton University Catalogue of All Who have Held Office or Received Degrees From the College of New Jersey at Princeton*. Princeton 1896. Also *General Catalogue of Princeton University*, 1746-1906.

[36] Quoted by Handschin, op. cit. 37.

" Provision will shortly be made for instruction in the Italian and Spanish languages." Action was evidently still pending in 1888-89 since the catalog for that year informs us that " Provision is now being made for instruction in the Italian and Spanish languages." Both were finally officially introduced in 1890-91 with Professor George McLean Harper in charge. He resigned in 1900 to become Professor of Belles Lettres and English Language and Literature. From 1901 to 1933 Professor William Koren took over. Professor Harper, however, continued for years the custom of " reading Dante " with advanced students who would gather at his house, in accordance with the Princeton tradition of those years, for informal sessions made memorable by Harper's enthusiasm for " il sommo poeta " and his wide-ranging humanistic background.

Another broadly oriented scholar with a keen interest in Italian was Professor Charles Grosvenor Osgood. Actually a member of the English Department and an authority on Spenser, Professor Osgood published in 1930 an excellent version of the Preface and Books XIV and XV of Boccaccio's *Genealogia deorum gentilium,* with an illuminating introductory essay and commentary. His love and understanding of the *Divine Comedy* contributed greatly to the value of his *Poetry as a Means of Grace,* which appeared in 1941.

However, Princeton's first real specialist in Italian was Professor Kenneth McKenzie, called there from Illinois in 1926. He at once inaugurated graduate courses in Italian. Although stricken soon after his arrival with a severe chronic illness, Professor McKenzie made Princeton one of the country's outstanding Italian centers until his retirement in 1938. The first doctoral dissertation in Italian registered by Harvard University is his—*The Development of Italian Lyric Poetry Before the Rise of the Dolce Stil Nuovo* (1898). Besides several translations and numerous articles and reviews Professor McKenzie compiled a *Concordanza delle* Rime *di Francesco Petrarca* (Oxford-New Haven, 1912), edited the *Noie* of Antonio Pucci (Paris, 1931), has given us a model edition of a class-text in the *Vita Nuova* (Boston, 1922, 2nd ed., 1932), and, for the University of Chicago Italian Series he edited Pellico's *Le mie* *prigioni* and *Francesca da Rimini* (1924). He was one of the founders of the AATI in 1924 and its first elected President.[37]

In 1937 the brilliant linguist, Giuliano Bonfante, came to Princeton as Visiting Professor. From 1940 to 1950 he was a regular member of the faculty. At present he holds the chair of linguistics at the University of Turin.

Elementary Italian flourished on the Princeton campus in the decades just before World War II, due to rather involved and peculiar regulations which allowed students to do a year of a " new " language instead of continuing on an advanced level one that had previously been begun. As the thirties came to an end, however, indecision over replacements for Professor Koren, first, and then Professor McKenzie, had its effect on the quality of the introductory course; enrollments fell from the earlier 50-60 to half that number.

In 1940, Professor Archibald T. MacAllister was called from Brown, where he had briefly replaced the late Professor De Salvio. He had taken his doctorate at Yale and taught there from 1930 to 1937. Unfortunately for the development of the McKenzie tradition, Professor MacAllister's energies were early diverted into the reform of language teaching and the development of the then relatively new language laboratory. He was President of the AATI in 1957. During the first half of 1959 he was given leave to serve as interim Director of the MLA's Foreign Language Program, and divided his time between teaching and research in Italian and direction of the Sterling Morton Language Laboratory. Many are already familiar with the valuable and challenging conference report on " The Preparation of College Teachers of Modern Foreign Languages," *PMLA*, LXXXIX (1964), 2, in the drafting of which Professor MacAllister played a leading part.[38] His untimely death late in 1966 is a great loss both to the MLA and to Italian culture in America.

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[37] For Prof. McKenzie's bibliography see Lewis H. Gordon, " A Bibliography of the Writings of Kenneth McKenzie." *Italica*, XV (1938), 93-102. This, the third number of the year, is an homage issue.

[38] Colleagues should not miss reading an interesting supporting document on the " Report," a lecture by Prof. MacAllister in San Francisco reproduced in the *Foreign Language Newsletter* of the FLA of Northern Calif. and MLA of Southern Calif., Dec. 1965, 13-18.

Miami University (Oxford, Ohio)

In her article " Miami in the Thirties " in the *Alumni News Letter* for March, 1937, 5, Mrs. W.E. Smith states that " the study of French was introduced in 1827, Spanish in 1830 and Italian and German in 1831." Her conclusion is based on a sentence in the school catalog for July, 1830, which reads: " Italian and German will be introduced at the commencement of the next school year." The same catalog also lists Isaac N. Shepherd, a member of the Senior class, as " Teacher of Spanish and Italian." His salary was $150.00 per year, meagre enough even then but which was large for the school which had a total income of $6,600.00.

Italian next appears in the catalog of 1833 where it is stated that " the French, Spanish, German and Italian languages are regularly taught and two of them at least must be studied in order to obtain a diploma." However, the manuscript *Journal of the President and Trustees of the Miami University* under the date of September 30, 1835, pp. 321-22, in announcing " That no appropriation shall hereafter be made on any account for the teaching of modern languages or for anything which may be included in the regular duty of a standing officer or instructor," gives evidence of a reversal of the previous policy with regard to them. It chanced that a Mr. Eckert had arrived at Oxford from Paris at this time and he was able to prevail upon the administrators to accept his services as a teacher of modern languages. His compensation was also $150.00 per year. He conducted a Sophomore class in German and a Junior class in French both of which evinced very little interest in their work resulting in the discontinuance of the courses. In his report on the fiasco President R.H. Bishop has this to say *inter alia*:... " I have no doubts of the Capacity and fidelity of Mr. Eckert: he did I am persuaded his best but he failed from the single fact that an interest in the study of a modern Language cannot be kept up with any class more than three or four months at one time. A single individual who has some definite object of a practical nature immediately in view may study a modern language with vigour, till he is completely master of it, but to make a class in College do so I believe is both a natural and moral impossibility." [39]

Despite this, modern language instruction was resumed in 1841 with the catalog for that year as well as those for 1842 and 1843 including the statement that « instruction is given in French, Spanish and Italian languages at the students' own cost." The college then located in the wilderness of southwestern Ohio and which wanted to be known as the « Yale of the West," was obviously a long way from the time it could develop a strong program in the new tongues.

Wesleyan University

When Wesleyan University (Middletown, Conn.) was organized in 1831 Jacob Frederick Huber got his appointment as « Professor of Modern Languages » partly on recommendations from Dickinson College where, as we have already noted, he had taught for several years. His tenure is curious. He withdrew temporarily from the faculty in 1842 during the Millerite agitation. This occurred when William Miller (1782-1849), leader of the Second Adventists, had decided after a minute analysis of the *Bible* that the world would come to an end in 1843 and in sermons urged his hearers to prepare themselves for the second coming of Christ in that year. The year passed without the fulfillment of the prediction, but, undaunted, he proclaimed that his error had been due to following Hebrew instead of Roman chronology and that the end would be October 22, 1844. The *Encyclopedia Britannica* biographical sketch on Miller (1911 ed.) tells us that « there was renewed excitment among Miller's followers: many of them left their business, and in white muslin robes on house tops and hills, awaited the epiphany." Edward Eggleston has novelized the occurrence in his *End of the World* (1872). After the failure of the first prediction Huber returned to Wesleyan for the 1843-44 term when he took a leave of absence once more in order to be prepared again for the end of the world according to Miller's revised prediction. The third period of his tenure from 1848 to 1863 was probably on a part-time fee-per-student basis. He is one of the very few teachers on record ever to make a retrogression in academic rank. In the intervals of Huber's absences his post was filled by Henry De Koven (a non-graduate of the Class of 1836), Hon. M.A. 1842. In 1846-47 and 1847-48 the department had an unnamed tutor of Languages. George Prentice served as Professor of Modern Languages from 1873 to 1890. At that time Professor Oscar Kuhns, who had been teaching French for one year, took charge of Italian, continuing until his retirement in 1924. He is the first productive scholar the school has had in the Modern Language field. On Italian literature Professor Kuhns has written *The Treatment of the Infinite in Dante's* Divine Comedy (1897), *Saint Francis of Assisi* (1900), *Studies in the Poetry of Italy* (1901), *The Great Poets of Italy* (1903), new ed., (1928), *The Sense of the Infinite* (1908) and a number of periodical articles. The two others who have followed him at Wesleyan, Professor Thomas B. Bussom and Carl A. Viggiani, have primarily been interested in French. A good Italian scholar, Edward Williamson, who has previously taught at Johns Hopkins and Columbia, has been with the University since 1956. In addition to periodical articles, he has published his dissertation, *Bernardo Tasso* (Roma, 1951), and a text-book, *Patterns of Italian Conversation* (New York, 1960).

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[39] I am particularly indebted to Mr. Peter C. Flintermann, reference librarian, for a xerox copy of many pages of the *Journal of the President and the Trustees.*

University of Alabama

John B. Sellers in his *History of the University of Alabama* (University, Ala., 1953) includes the following paragraph in volume I: 1818-1902, 53: " Sauveur François Bonfils, a native of France, and a graduate of the University of Pisa in 1815, won his election to the chair of modern languages over two other candidates, Mr. D. Norris and Mr. Beauchini. His appointment was to begin on January 20, 1832." Actually, Sauveur François Bonfils was a Corsican, Salvatore Francesco Bonfiglio. He had come to America in 1817. In 1819 he married Lucinda Alden, descendent of John Alden, one of the Pilgrim Fathers immortalized by Longfellow in his " Miles Standish," Though we do not know where he taught between 1817 and 1824-25, we do know that he conducted a seminary in New York City with Mrs. Bonfils. In 1825 he was in Washington teaching modern languages, including Italian, in his own school and the next year at Columbia College, D.C. He moved from the capital to Boston and from there to Tuscaloosa, Alabama, the site of the University.

Professor Bonfils resigned in 1836 despite the fact that he was given some unusual concessions. It had been a college rule to hold one class before breakfast following the morning prayers in the chapel. He succeeded in obtaining permission to hear all of his recitations after the matinal repast, but for others the regulation continued to remain in force even as late as the early fifties when a group of students petitioned the privilege of omitting the pre-breakfast recitation on Mondays. He requested and was granted a special room as a study. In order to eke out the meagre $1,000.00 annual salary he was receiving the trustees gave him authorization in 1833 to " board any number of students of his class not exceeding six in number on such terms as he can agree upon." He apparently taught some Italian while at Alabama since the 1833 catalog for the Senior Class states: " In the department of Modern Languages, one lesson a day, on the French Language and Literature continued: and also on the Italian or Spanish, at the option of the student; and accompanied by lectures." The list of " Text-books for the Italian language and literature " follows, namely " Zotti's *Grammar, Scelta di Prose* [Bachi's edition], Tasso, Dante, Alfieri."

In 1840, several years after his resignation, we find Bonfils running a school in Nashville. In 1845 he established one in St. Louis and in 1846 another in Lexington, Ky. In the catalog of 1847-48 we find him listed as " Professor of Modern Languages and Literature " at Transylvania College.

Subsequent to Bonfils' departure the chair of modern languages at Alabama was discontinued for a number of years. Italian came back briefly in 1871-72 with Joseph G. Griswold in charge, who also taught French, German and Spanish. French and German were the only languages available from 1873 to 1898, at which time Spanish returned to the curriculum, but Italian had to wait until 1930 before re-appearing as a regular course.

New York University

The Statutes of the University of New York City (New York University) for 1832 stipulate the appointment of a professor of modern languages. It is possible that soon thereafter Lorenzo L. Da Ponte, son of Lorenzo Da Ponte, was engaged to teach Italian though the official announcement of courses in the language did not take place until 1835. He had opened a law office in 1823, but like his father he soon devoted himself to the teaching of the Classics and Italian. He was a voluminous writer and translator. Prior to this time (1826-27) he had been connected with Washington College, one of the Maryland state colleges. By 1836 Lorenzo L. was no longer with the University and as the catalogs for the next two years are missing, we do not know how Italian fared. However, it was offered in 1839-40 since at the end of a section called " Course of Study," the catalog for that year contains this paragraph: " In addition to the forementioned Studies, instruction in the French, Italian, Spanish and German languages is furnished to those who desire it at the expense of the student."

We have already discussed Eleuterio Felix Foresti in the section devoted to Columbia University since from 1842 to 1856 he also functioned as professor of Italian there. He was given preference over Piero Maroncelli who had also applied for the New York University post.

When Foresti left to assume the American consulship in Genoa, Vincenzo Botta joined the University faculty and remained with it until his death in 1894. He had originally come to study the American educational system. Perhaps this is what he was already engaged in doing in 1854 when he served as " instructor in French, Italian and the Ancient Languages " at the Limestone Springs Female High School in Spartanburg, South Carolina. Articles on the subject appeared in the *Rivista contemporanea,* Nov. 1855, and the Turin newspaper, *L'Opinione,* for Oct. 15, 16, 17, 18, 1856. The fact that he was thought to be a relative of Carlo Botta, author of the *History of the War of Independence of the United States of America,* which was very extensively read in this country as attested by the ten editions of the George Alexander Otis translation printed from 1820 to 1854, caused him to be well-received in American society circles. The " House of the expanding doors," as Emerson once called his home, was a frequent gathering place for eminent literary and social personalities. Much of its attraction was due to the charm and brilliance of Mrs. Botta (the former Anne G. Lynch), artist, poet, conversationalist. From the more than a dozen interesting pages devoted to the Botta household by Kate Sanborn in her *Memories and Anecdotes* (New York-London, 1915, 75-87), we shall only have room for the quotation of one paragraph. " For years it seemed as if this were the only truly cosmopolitan drawing-room in the city, because it drew the best from all sources. Italy and England, France and Germany, Spain, Russia, Norway and Hungary, Siam, China, India and Japan sent guests hither. Liberals and conservatives, peers and revolutionists, holders of the most ancient traditions, and advocates of the most modern theories—all found their welcome, if they deserved it, and each took away a new respect for the position of his opponent." But for Italian at the University Botta was able to accomplish little. In the literary field he has given us *Dante as Philosopher, Patriot and Poet: With an Analysis of the* Divina Commedia, *Its Plot and Episodes* (New York, 1865, reissued in 1867 and 1887 under the title *Introduction to the Study of Dante*). This was the first extensive biographical treatment of the " sommo poeta " published in the United States.

After Botta's death courses were announced twice, in 1898 and 1899. Then the language was dropped until 1905 when Giuseppe Brigida, a Doctor of Laws, taught it until 1912. Dr. Thomas Pugliatti replaced him from 1912 to 1914. His successor, Dr. Vittorio Racca, assistant to the world-famous sociologist Vilfredo Pareto at the University of Fribourg, introduced an ambitious program which even included a course in Commercial Italian. Dissatisfaction with his low academic rank and poor salary led him to tender his resignation in 1919.

The names of some of the teachers who have taught at New York University subsequently are Babcock, Waters, Covello, Holmes, Giacobbe, Bontempo, Rinetti, Di Girolamo, Borloso, Quimby, Giuliano. Several of them are or have been good scholars as well as good teachers, but the fact that they have followed one another in such rapid succession can only mean that the school has simply not been overly interested in creating a strong and stable department of Italian, especially on the undergraduate level. With Professor Floyd Zulli as the new Director of Italian the future will no doubt change for the better. A good start has been made in bringing Professor Franco Ferrucci from Smith into the department. On the graduate level the school has had a first-rate Italian scholar, Professor Robert J. Clements (AATI president in 1961-62), an authority in the Renaissance period and writer of three notable studies on Michelangelo. He has now transferred to the Comparative Literature Program.

Trinity College (Conn.)

On May 16, 1823, the Connecticut State Legislature passed an act of incorporation of Washington College (Trinity College since 1849). In 1829 the Rev. Samuel Fuller, Jr. served as " Professor of Modern Languages." He probably did not teach Italian.

In *Green's Annual Register for the State of Connecticut* for 1832 a Joseph De Novis appears listed as instructor in French, Italian and Spanish at the school. Since the catalog of 1835 states that students who desired " to acquire a knowledge of Modern Languages of Europe " would be " attended by a competent teacher from the city," we suspect that De Novis was not on the regular faculty. Professor Glenn Weaver, who has just completed a history of Trinity College has found an entry in the diary of Samuel Farmer Jarvis, which is in the Connecticut State Library, to the effect that he hoped to introduce the study of Italian there. The entry very likely was made in 1832. Jarvis, incidentally, was professor of Oriental Literature between 1828 and 1837 and a member of the Corporation of the College from 1841 to 1851.

Inasmuch as Daniel Raynes Goodwin had taught Italian at Bowdoin for some years prior to coming to Trinity in 1854 as President of the College and Professor of Modern Languages, we may infer that he continued to teach it there at least until Leopold Simonsen was appointed to serve as instructor of modern languages in 1857 in the new Department of History and Literature.

One of the highlights in the history of Italian at Trinity was the presence of Rev. Joel Foote Bingham. The *President's Report* for 1895 notes that " The Reverend J.H. Bingham, D.D., well known as an accomplished scholar in Italian, and an earnest friend of the College, generously offered to give a course of lectures on Italian Literature before such members of the College as might desire to attend them... The opportunity was a rare one, and the lectures were highly appreciated by those who heard them. It is hoped that they may continue another year." Apparently they were continued for several years to judge from the fact that in his translation of Pellico's *Francesca da Rimini* (Cambridge, Mass., New Haven, Hartford, 1897) he labels himself " lecturer on Italian literature in Trinity College." He is also the translator of Manzoni's *The Sacred Hymns (Gl'inni sacri) and the Napoleonic Ode (Il cinque maggio)*. With portrait, biographical preface, historical introductions, critical notes... (London, New York, etc. 1904).

The creation of the Cesare Barbieri Center of Italian Studies, endowed by Cesare Barbieri, engineer, inventor and philanthropist, has firmly entrenched Italian on the Trinity campus. For the past seven years the Center has published the *Cesare Barbieri Courier* under the editorship of Professor Michael R. Campo.

U.S. Norfolk Naval School

Discovery that Italian was being taught at the U.S. Naval School in Norfolk, Va., has come in a roundabout way. When I read in Mr. Sellers' *History of the University of Alabama* (op. cit.) that at the time Bonfils was considered for the modern language professorship there in 1831 or 1832 one of the candidates was a Mr. Beauchini, I began to grow curious. This led me to correspond with Mrs. Mary Ella Terrill, Reference Librarian. I suggested that the hybrid-looking name must have been Bianchini and asked if she perchance might be able to discover further information on him in the university archives. In checking on the matter she has found that in one of the faculty applications for the year 1837 a Mr. L.A. Bianchini had applied for the vacant post of Professor of Modern Languages—Bonfils had left Alabama in 1836. In the application the candidate identifies himself as an instructor at the Norfolk Naval School and gives as his qualification " my experience as a teacher and attainments of a Linguist in French, Spanish, Italian and Portuguese, as I have resided in each of these countries for several years. Then he adds: " My motive for seeking a change is the insufficiency of the pay to support my family." This data has aroused further questions. Were the Beauchini that was a candidate late in 1831 or early in 1832 and L.A. Bianchini one and the same person? It is quite likely that they were. There is scarcely any doubt, too, but that this man is also the Bianchini who was engaged in private teaching in Boston in 1832 as announced in " A Card " in the *Boston Daily Advertiser and Patriot,* May 25th issue.

Incidentally, the U.S. Naval School at Norfolk was one of a number of Naval Academies established on the Receiving Ship in each major port. The *Alert,* the first British man-of-war captured in the War of 1812, was assigned to the Norfolk Naval Shipyard as its first receiving ship. Three years later, in 1821, the 44-gun ship *Guerriere* was established as the first school for midshipmen. The curriculum was narrowly restricted to courses in mathematics to which the study of languages was added in a few cases. Bianchini taught at Norfolk from 1835 to 1843 and at the Boston Naval School from 1843 through 1845.[40]

St. Louis University

Bishop Joseph Rosati (1789-1843) was one of the co-founders of St. Louis University in 1818. Italian, however, does not appear in any of the school catalogs until 1839 which in paragraph 2 of the " Abridgement of the Prospectus of St. Louis University " (p. 15) reads: The course of instruction embraces two Departments, the Classical and Mercantile. The student may apply himself to either or both. The French, German, Spanish and Italian languages are taught without additional charges." This is repeated in the catalogs for 1840, 1842 and 1843. Through the 1844 catalog we learn that the plan of education of the college was then divided into two courses, the Scientific, which included Theology, Law, Medicine, Philosophy and Literature with Literature embracing the study of Greek, Latin, English, French, Geography, History, Arithmetic, Algebra, Poetry and Rhetoric, and the Mercantile Course, which besides English Grammar, Poetry and Rhetoric, History, Geography, Mathematics, Chemistry and Natural Philosophy included the study of French, Italian, Spanish and German languages, Book-keeping and Penmanship. By 1855 French, Italian, Spanish and German were made optional in either Course. There were a few Italians who taught at the University in the 1850's in the Theology Department. One of these was Father F. Di Maria. He and other compatriots may have been entrusted with instruction in Italian from time to time, which continued through 1863, after which it has been all but neglected at the school. Historically it stands as the first college west of the Mississippi to offer Italian.

Having mentioned the name of Bishop Rosati it may not be too out of place to recall at this point that a number of Italians have been founders of Catholic colleges, Father Grassi of Georgetown, Father Nobili of Santa Clara, Father Maraschi of the University of San Francisco, Father Paresce of Woodstock College and Father Cataldo of Gonzaga University. The founding fathers of St. Bonaventure College were also Italians.

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[40] On these Naval Schools see the Temple University Doctor of Education Dissertation by Henry L. Burr: *[illegible]tion in the Early Navy,* published in Philadelphia in 1939.

Brown University

We may open our discussion of Brown University with the first mention of Italian in its *Catalogue* for the year 1842-43. Under the heading "Modern Languages" the following paragraph appears: "By a recent statute of the Corporation, regular instruction in the principal languages of modern Europe, is furnished to the students at a moderate additional expense, in accordance with such arrangements as the Faculty may adopt. Professor Struvé has been appointed instructor in French, German, Italian and Spanish, and for the present year, will give instruction in these languages to the Senior and Junior Classes." The absence of Struvé's name in subsequent catalogs seems to imply that he severed his connection with the school after teaching only one year. The catalogs for 1843-44, 1844-45, 1845-46 refer only to "modern languages" without specifying any of them. In 1846 it is likely that Charles C. Jewett, the librarian, taught Italian along with French.

George Washington Greene, who had been our American Consul in Rome from 1837 to 1845, joined the faculty in 1848 at which time he must have taken care of Italian despite the fact that the language is not mentioned again in the catalog until 1850-51. Mr. Greene contributed a number of essays to periodicals, most of them to the *North American Review*. He terminated his services at Brown in 1852 and the next year removed to New York to engage in editorial work. He became Professor of American History at Cornell in 1872. That he retained a keen interest in the Italian language is shown in his preparation of a text for class use, *Primary Lessons in Learning to Read, write and speak the Italian Language. Introductory to the Larger Grammar* (i.e. the Ollendorff text edited by Foresti, New York, 1865). The thoughts on learning a foreign language expressed in his review of Longfellow's translation of the *Divine Comedy* in the *Atlantic Monthly,* XX (1867, 197), are worthy of attention here: « It is not by reading that one can acquire a perfect familiarity with a foreign language. You must have learned to think in it and made it a spontaneous expression of your wants and feelings of others. Its words and idioms must awaken in you the same sensations which the words and idioms your own languages awaken: giving pleasure as music, or as a picture, or a statue, or a fine building gives pleasure, not by an act of reflection under the control of the will, but by an intuitive perception under the inspiration of a sense of the beautiful. The enjoyment of a thought is partially an intellectual enjoyment; you may even reason yourself into it; but the enjoyment of style and language is purely an aesthetic enjoyment, susceptible, indeed, of culture, but springing from an inborn sense of harmony. To extend this enjoyment to a foreign language you must bring that language close to you, and form with it those intimate relations between thought and word which you have formed in your own. The word must not only suggest the thought, but become a part of it, as the painting becomes a part of the canvas. It must strike your ear with a familiar sound, awakening pleasant memories of actual life and real scenes, and even deep revelations, of manners and customs, and the circumstances whence they sprang. They are often, too, brief formulas condensing thought into its briefest expression, with a force and energy which full expression could not give. Not to feel them, is not to feel the most characteristic forms of thought.»[41]

The name of Tullio Suzzara Verdi has at times been mentioned as an instructor in Italian. There is no official record that he instructed in the language when he was at Brown in the fifties, but he may have done so for a term. Later Mr. Verdi became an eminent doctor and personal physician of Secretary of State Seward.

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[41] For a more lengthy discussion consult Emilio Goggio. « The Italian Scholarship of George Washington Greene.» *Modern Language Journal,* XXV (1941), 328-48. The excerpt from the *Atlantic Monthly* is quoted in this study. See also Fred C. Harrison. « G.W. Greene and Dante.» *Italica,* XLIII (1966), 38-42.

In 1880-81 Alonzo Williams was assigned to teach Italian while from 1885 to 1888 Guglielmo D'Arcais, an instructor with no degree, was in charge. We now come to the best known of the teachers of Italian at the school, Courtney Langdon, whose tenure lasted from 1877 to 1924. He, too, is one of our distinguished translators of the *Divine Comedy* (Cambridge, Mass., London, 1918-1921). In his obituary notice in *Italica,* II (1925), 18, his fellow-colleague, Gaetano Cavicchia has this to say: " Professor Langdon's course in the *Divine Comedy* was affectionately known to Brown undergraduates as 'Courtney's hell course,' and although it was an elective study, the class was always crowded. For he was an inspiring teacher and a witty speaker who won the admiration of all who knew him on the campus and in private."

One of the men who has recently had an extended tenure at Brown is Alfonso De Salvio (1928-1939). He had come there from Northwestern University."[42] Another is Lewis Hall Gordon (1946-) with previous experience at Princeton, Hamilton College and Cornell. He is a keen student of Dante and an authority on the literature of the early Renaissance. In 1954 he was president of the AATI.

Yale University

Italian became available to students at Yale in 1842 under Luigi Roberti who remained on the faculty for three years. In 1844-45 it was not offered but re-appears under Giuseppe Antoni (1845-47). Roberti was re-employed for the period 1847-57. Then the language was omitted until 1879 when Carlo Speranza (later at Columbia) was appointed. He stayed until 1882. These men were all instructors and from now on we are faced with a long list of teachers. Evidently Yale was long used as a sort of testing ground for instructors in Italian. The experience has unquestionably benefited them personally but has deprived the department of the sinew that only an extended tenure can supply.

Among the men who have served for ten or more years are Henry Roseman Lang (1892-1902, 1915-1922), Kenneth Mc Kenzie (1902-1915), Angelo Lipari (1925-1948), and Thomas Goddard Bergin (1925-30) and 1948 to the present. Professor Lang had a thorough command of the entire Romance field but in his publications concentrated on early Portuguese and Spanish. Prof. J.D.M. Ford (Harvard) in writing the Lang biographical sketch for the *Dictionary of American Biography* (XX: Supplement I, 481) states that " In the classroom he stressed always the value of extreme accuracy in the treatment of philological material, and despite his insistence upon meticulous attention to detail, he gained the abiding good will of the students." We have already dealt with Professor McKenzie in our section on Princeton.

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[42] See section on Northwestern University.

In drawing Professor Lipari away from Wisconsin in 1925 Yale certainly made the best choice that could have been made at the time. He is the author of a number of articles and a learned volume on *The Dolce Stil Nuovo According to Lorenzo De' Medici* (New Haven, 1936). With reference to his qualities as a teacher his intimate friend and colleague, G.L. Hendrickson, professor of Latin and Greek Literature reported: " He was an eager and enthusiastic champion of his subject and he possessed a real genius for eliciting Italian speech not only from his friends and more intimate associates, but from the most tonguetied Anglo-Saxons who ventured into his classes. He lived with his pupils in unsurpassed devotion. An examination with him was more than a personal conference and conversation. Outside of the lecture or classroom he was active in everything looking to the interests or advancement of Italian culture." [43]

In addition to teaching at Yale Professor Bergin has taught at Western Reserve (1930-35), Albany State Teachers College (1935-41) and Cornell University (1941-48). In his publications he has concentrated on the Middle Ages (Italian and Provençal) and on late nineteenth century and twentieth century literature. In the field of literary criticism he has written *Giovanni Verga* (New Haven, 1931), a revised version of his doctoral dissertation written under the guidance of Professor Lipari, *Luciano Zuccoli:*

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[43] See J.G.F., " Angelo Lipari (1887-1947)." *Italica*, XXIV (1947), 365.

poeta umbertino (Roma, 1940), and an extremely useful introduction to the greatest of Italian writers: *Dante* (Boston, 1965). He has also given us a number of excellent translations: *The Autobiography of Vico,* in collaboration with Max Harold Fisch (Ithaca, 1944), *The New Science of Giambattista Vico,* also in collaboration with Prof. Fisch (Ithaca, 1948), *The Comedy of Dante Alighieri,* in blank verse and prose (New York, 1949-54), *Salvatore Quasimodo: The Poet and the Politician,* with Sergio Pacifici (Carbondale, Ill., 1964), *Italian Sampler: An Anthology of Italian Verse* (Montreal, 1964). Last but not least Professor Bergin is co-editor with Professor Wilkins of *The Concordance to the Divine Comedy of Dante Alighieri* (Cambridge, Mass., 1965). He was President of the AATI in 1947.

Yale students of the fifties enjoyed the rare opportunity of coming in contact with the penetrating and culturally rich mind of Prof. Erich Auerbach. Others among us have been sharing the unique experience that was theirs through his *Mimesis* (Princeton, 1953), *Dante: Poet of the Secular World* (Chicago, 1961), and *Studi su Dante* (Milano, 1963).

University of Michigan

Italian at the University of Michigan had a spectacular start. In 1848 the seniors in the Department of Literature, Science and the Arts were permitted to elect one term in the language. The teacher was Louis Fasquelle. The " Faculty Minutes " record that sixteen seniors (exactly two thirds of the senior class) were examined in Italian on December 20, 1848, and that all but one of them passed. Such an initial burst of enthusiasm should have augured a rosy future for the language, but this was not to be. Instead, for some unexplainable reason Italian was dropped from the curriculum and not re-admitted until 1867-68.

Professor Fasquelle was a Frenchman who had been educated at the Ecole Polytechnique in Paris and who had studied in Germany and had taught French in England. He came to the United States in 1843. In 1847 he was appointed to the Michigan faculty. *The Michigan Alumnus,* Vol. II, April, 1896, relates that " it was said of him... that he was the most accomplished linguist in the world, being more or less proficient in 28 languages," and that he had been " pleasant and companionable... a noted conversationalist, quite exact and finical in pronunciation... [He was] " Nearly always attired in orthodox black and in winter and stormy weather wore an immense blue cloak brought from France. He left the post vacant at his death in 1862.

From 1867-68 on Italian has been regularly offered at Michigan though from 1870 to 1887 it alternated with Spanish, each being given once every two years. This was a fairly common pattern in a number of our colleges at that time. Professor George Sylvester Morris was given the professorship in Modern Languages in 1870, but, finding philosophy more congenial to his taste, he resigned his position in 1879 in order to devote himself entirely to it. His careful and original contributions to German idealism attracted a good deal of attention among his contemporaries.

When Edward Lorraine Walter took charge in 1880 he taught Italian to thirty-eight students, who, he reported, completed about half of the Cuore's *Italian Conversation Grammar,* and read about twenty-five pages in Foresti's *Reader.* A prerequisite of a year of French was established in 1881-82 and at the same time *I promessi sposi* was substituted for the Foresti *Reader* as a class text. If only 25 pages of the latter had been read previously, one wonders how much of the Manzoni masterpiece was actually covered? Since Professor Walter was a Dante student, he introduced a Dante course in 1888, a year after he was made head of the new Department of Romance Languages, which has become a fixture since. His *Rhotacism in the Old Italian Language and the Exceptions* (Leipzig, 1877) is one of the very first serious studies by an American in the field of Italian linguistics.

Professor Moritz Levi taught Italian as well as French from 1893 to 1923. He provided students with a much needed reading text at the time, an edition of the *Promessi sposi* (New York, 1901). Four fine Italian scholars who were on the staff during this period are John R. Reinhard, Herbert D. Austin, George L. Hamilton and Michele De Filippis. The first coherent program of Italian courses came with Camillo P. Merlino (1930-37) who was invited to take charge of all courses in the language. The present senior member is Vincent Anthony Scanio (1931-) who is assisted in his courses by several younger colleagues.[44]

Amherst College

As early as 1826 there was considerable clamor at Amherst in favor of the modern languages because of their " commercial " value. Taking cognizance of this the Trustees set up a so-called Parallel Course. On this point the *Report* by President H. Humphrey, signed Dec. 5, 1826 reads: " In the department of Languages, an entire separation is proposed, by substituting the modern for the ancient, provided, however, that in the new course, Latin may be taken instead of the Spanish, at the option of the student when he enters College. Thus, with the knowledge of Greek and Latin, which all who enter will be required to bring along with them, it is thought they may in four years so far master the French and Spanish as to read and write, and even speak them with considerable readiness and fluency. Should room hereafter be found for German, or Italian, or both, so much the better; but we deem it inexpedient to begin upon so broad a scale." [45] As can be seen French and Spanish were incorporated in the plan and Italian and German were contemplated if the new experiment in modern education prospered. Unfortunately, it did not and had to be abandoned in 1828 before Italian had a chance to get in.

We next hear of Italian at Amherst in 1851 when George Baker Jewett, Professor of Latin and Modern Languages, taught it, continuing until 1855. Jerome Schneider, later at Tufts, taught the language for one year, 1855-56. Another faculty member's name that deserves to be remembered is that of William Lewis Montague if only because he prepared some of our early Italian textbooks: *Manual of Italian Grammar* (1870, 3rd. ed. 1881), *Introduction to Italian Literature* (1875), *Modern Italian Readings in Prose and Poetry* (1893). He was associated with the college for almost forty years (1857-1895). Of him Rev. Asa S. Fiske, a former friend and colleague, has written in the obituary notice that appeared in the *Amherst Student* on Oct. 5, 1908: " He was a modest, unassuming, careful scholar, a faithful friend and devout Christian. His qualities were solid rather than brilliant. He made the most of himself that was possible, with his unaggressive nature. He was not self-assertive enough for a disciplinarian or to attain the high place in the world to which his qualities entitle him..."

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[44] See *The University of Michigan: An Encyclopedic Survey*. Ann Arbor, 1941-58. Part IV, pp. 714-25: " The Department of Romance Languages and Literatures " was written by William A. McLaughlin.

[45] See *The Substance of Two Reports of the Faculty of Amherst College to the Board of Trustees, with the Doings of the Board Theron*. Amherst, 1827. Reprinted in 1948 by Amherst College.

University of Santa Clara

The earliest penetration of Italian into a college in the Far West was at Santa Clara in 1851, the year of its founding. We are glad to report that the school, founded by a group of Italian Jesuits, has offered the language uninterruptedly to the present time except for the period of World War II. Until 1928 all the teachers were members of the Jesuit Order. As a sample of its early course listings we note in the 1855 catalog under Modern Languages—Spanish, French, Italian and German—that the subject matter of the " 1st Class " consisted of " Syntax, Exercises, Composition," while the subject matter of the " 2d Class " deals with " Orthography, Etymology, Exercises, Reading and Speaking." Presently Italian is doing well under the direction of Victor B. Vari (1954-). Another Catholic school, which has taught Italian continuously since 1850 is the Manhattanville College of the Sacred Heart (Purchase, N.Y.).

University of Iowa

The *Second Circular of the State University of Iowa* (1856) indicates an Edward Bondalie as the " Teacher " of Modern Languages. The vaguely-worded announcement states: " The subjects to be taught in the Department are 1. The French, German and Italian Languages. 2. The Literature of these Languages, and the history of each idiom. 3. Comparative Philology, and the Principles of the Science of Language." The more obviously Italian name of the instructor appears as Bondeli (Bondelli) in the 1856-57 catalog. He left the institution in 1858. All that we have learned about him is that he came to Iowa City from New York.

From 1862 to 1864 Gustavus Hinricks, a chemist, handled Modern Languages, including Italian. His successor Charles Augustus Eggert taught it starting with 1866. *The University Reporter*, Vol. I, No. 6, 1869, p. 82, apprizes us that he was a German trained at the University of Berlin and the Collège de France where he studied Comparative Philology, the history of European Civilization and Political Economy. On coming to America in 1859 he engaged in farming in Delaware County, Iowa. " He followed this business for nearly three years, during which time he found out farming was not his forte. While riding on a wagon drawn by a yoke of oxen they ran away and threw him from the wagon. All the command of languages, which the Professor possessed, was not sufficient to induce the beasts to stop, and he concluded that whatever his natural abilities might be, nature had not endowed him 'with any special genius for the management of self-willed cows and obstinate oxen.' When he was first invited by the Faculty of the University he taught French, German and Political Economy. The *Reporter*-biography ends by saying: " In 1867 Princeton College, New Jersey, conferred on him the honorary degree of Master of Arts, and in '68 the Trustees showed their appreciation of his services by putting his department on the same basis as the other regular departments of the University proper. The Professor is probably one of the best philologists in our country. He has thoroughly studied Latin, Greek, Spanish, Italian, German, French, Dutch and English, and those who study under him have the benefit of much comparative philology." At this time Italian was available to seniors in the Department of Literature and Arts. With the exception of the period between 1892 and 1901 Italian has been offered fairly consistently up to the present time. In 1915 a reading knowledge of Italian was instituted as a requirement for a Bachelor of Music but was eventually dropped.

Until lately, the chairmen of the Department of Romance Languages have not made any serious attempt to promote the growth of Italian. They have kept courses at the elementary level and in the hands of instructors whose knowledge has been restricted to a speaking fluency and whose secondary interest has been Italian, a pattern all too frequently followed by quite a number of other schools. This situation has been changed by the present chairman, Professor Edmund V. De Chasca, a man with a genuine appreciation of the value of Italian. He has brought in Florindo Cerreta (1957-) a trained, productive specialist, an authority on Alessandro Piccolomini, who has already done much to stimulate its growth.

University of Wisconsin

In the establishment of a Professorship in Modern Languages in 1850 the University of Wisconsin Regents decreed: « That there should be hereby constituted a Professorship of Modern Languages and Literature, and that it be the duty of the chair to render stated instruction in German and French to the regular classes. » In the beginning, at least, Spanish and Italian were not permitted to share a place in the school's curriculum. However, coinciding with appointment of Joseph C. Pickard, principal of the Madison Female Seminary, as Professor of Modern Languages in 1858 the catalog for that year contains a note to the effect that « Extra instruction will be given, when desired, in Italian and Spanish and English in its Anglo-Saxon form. » The note re-appears in 1859 and in abbreviated form, in 1860, the date of the re-appointment of J.B. Fuchs, the original teacher of Modern Languages. There is no further reference to Italian in the catalogs until 1887-88 when it was introduced as a formal course by Edward T. Owen in alternation with the newly instituted course in Spanish. In the Fall term of 1888-89 the Italian class was made up of fifteen students, a fair number for those days. In the years that followed the claims of French on those assigned to teach Italian—Owen, Giese, Gay—tended to restrict the course offerings in the latter language. Only in 1920 when Angelo Lipari, who had obtained his doctorate in Italian literature at the University of Rome, was added to the Romance Language staff, was it possible for Italian to begin a period of natural, unhampered growth. He raised the number of courses from two to seven. With such a good program available to students, Joseph L. Russo, who as Lipari's successor served from 1925 to 1949, was able to carry on with excellent results. He is the most prolific of the editors of Italian texts among which are *Elementary Italian* (1927), *Present Day Italian* (1947), *Primo Corso d'Italiano* (1960), *Secondo Corso d'Italiano* (1961), *Corso Integrale d'Italiano* (1963), an edition of Pirandello's *Così è se vi pare* (1929) and Goldoni's *Rusteghi* (1954). His *Lorenzo Da Ponte. Poet and Adventurer* (New York, 1922), is a revision of his Columbia Ph.D. dissertation. Professor Russo was joined in 1929 by Joseph Rossi and in 1938 by Alfred Galpin under whom Italian has attained the largest enrollment in the country, almost 1200 in the second term of 1966. Rossi, AATI President 1950, an expert in the Risorgimento and Italian-American relations, is the author of *The Image of America in Mazzini's Writings* (Madison, 1954); Galpin, AATI President 1955, has done *Fauriel in Italy. Unpublished Correspondence (1829-1835)* [Roma, 1962], and the two have collaborated on an edition and translation of essays: *De Sanctis on Dante* (Madison, 1958). Together with Isabella Panzini and Marilyn Schneider Professor Galpin has prepared the *Beginning Readings in Italian* (New York, 1966).

University of California

In reporting on the status of Italian at the University of California in Berkeley, the university archivist and others have overlooked the *Annual Reports of the State Superintendent of Public Instruction.* In the *Third Biennial Report* (1868-69), under the heading of University of California, Paul Pioda, who had been teaching at the Young Ladies' Seminary in Benicia, is listed as Professor, of Modern Languages, that is English,

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French, German, Spanish and Italian. It may be recalled that 1868 is the year when the school, an outgrowth of the College of California founded in 1853 at Oakland, was established in Berkeley as a coeducational institution. The same foreign languages also appear in the 1871-72 *Report*.

The next accessible entry with reference to Italian is in the 1891-92 *Register* of the Berkeley school which announces that an introductory course in the language was then available " Three times a week throughout the year. Elective, in special cases, to students having some preparation in Latin, French or German." F.V. Paget and his assistants were in charge for the first eleven years. It is clear that the prerequisites set up could only have the effect of hindering normal growth, which, in fact, was what happened. Marius J. Spinello and Rocco Giorgio followed Paget from 1902 to 1905. If any bright spot can be indicated during this interim it was the coming of Professor Grandgent to teach Dante during the 1905 summer session.

Under John A. Child as many as six courses were offered annually between 1905 and 1911. New courses were added by Emilio Goggio (1912-1917). Goggio's successor during the next three years was Ottorino D. Ronchi, editor of *La Voce del Popolo* of San Francisco. In the meantime, in 1919, the first independent department of Italian was created with Richard T. Holbrook (French) as acting chairman. His Ph.D. dissertation at Columbia (1902) had been *Dante and the Animal Kingdom,* published in book-form by Columbia University during the year of his doctorate. His *Portraits of Dante from Giotto to Raphael* (London, New York, 1911), is a definitive study on Dante iconography. As he had taught Italian at Bryn Mawr from 1906 to 1916 he might easily have resumed teaching some of the courses he had developed in the East. Instead, he left the whole program in the hands of Mr. Ronchi, whose appointment had obviously been determined on account of his easy accessibility rather than on account of any academic qualifications he might have possessed. Though sympathetic towards Italian, Professor Holbrook's war-work in France with the Foyers du Soldat (1916-1919) evidently caused him to prefer and stay with French till the close of his career in 1932. Actually, despite his title as acting chairman, Holbrook was scarcely more than a supervisor. S. G. Morley, Rudolph Schevill and C. E. Hills of the Spanish Department functioned as his successors at various times until 1925. This rapid transfer of authority created the ludicrous situation of having a person as chairman for only one semester as was the case with Professor Morley (1921).

Mr. Ronchi resigned in the summer of 1919 and Maria Teresa Tommasini was fortunately named to replace him. Her winning personality inspired students to enroll heavily in her beginning class, necessitating the formation of two sections for the first time since Italian had been offered at the University. Had she abided by the advice of the acting chairman (Holbrook) to limit herself to one class, Italian I would probably have remained in the same stationary position to which it had been relegated for so long. She, however, insisted on holding on to the two sections even though it gave her an eighteen hour weekly teaching load. Enrollment quickly increased leading to the addition of new instructors to the staff. In 1921 the Italian poet, Raffaello Piccoli, was brought in to teach the advanced courses but stayed only for the first semester. In 1923, at long last, the administration finally aroused itself sufficiently to employ its first ranking professor in the discipline, Herbert H. Vaughan, a Harvard Ph.D. (1906) and an authority on the Italian dialects, who had come to California from Yale. The shifting overlordship of the French and Spanish departments ceased to exist in 1925-26 with his appointment to the chairmanship of a genuinely independent and separate Department of Italian. Professor Vaughan was able to set up a full program of Graduate Studies leading to an M.A., and Ph.D., which has remained substantially unchanged to the present time. He resigned in 1926 and was temporarily supplanted for the ensuing year by Stanley Astredo Smith of Stanford.

1928 marks the greatest event in the history of Italian culture in the State of California, with the establishment of the Chair of Italian Culture at Berkeley. The campaign for it had been going on for some years with the indefatigable and dedicated Miss Tommasini (later married to Louis M. Piccirillo, an attorney) playing the leading role in promoting it.[46] It got an auspicious start in 1921 at the time of the presentation of the bust of Dante to the University by citizens of the Bay Area on the occasion of the sixth centenary of the great poet's death, when A. P. Giannini, President of the Bank of Italy, contributed $5,000.00. By 1926 the endowment fund had grown to $60,000.00 and by 1928 it had reached $150,000.00. The money was invested in Trans-America stocks, which were donated to the school with the proviso that only the income should be used for the annual grants that were contemplated. The purpose of the Chair as specified in section one of the instrument drawn upon March 15, 1928 reads as follows:

1) The Regents shall establish the proposed CHAIR OF ITALIAN CULTURE, and the President and Regents of the University shall call to the CHAIR, for appropriate periods of residence in the University, to lecture in illustration and interpretation of Italian culture, the ablest and most eminent citizens of Italy whose service may be secured and who shall seem best qualified by reason of their attainments and scholarship to occupy the CHAIR: provided however, that no oftener and for periods of not more than one year out of every four years the occupant of the CHAIR may be selected without regard to citizenship or race and with reference only to his ability, eminence and scholarship if it shall be found impossible or impracticable to call an Italian citizen to the CHAIR."[47]

Unfortunately, the 1929 depression with its disastrous effects on the stock market drastically reduced income from the fund. Nevertheless, fifteen eminent Italian scholars have been occupants of the Chair from 1928 to 1964: Carlo Formichi, (1928) Giovanni Vidari (1929), Emilio Cecchi (1930), Giuseppe Antonio Borgese (1931), Lionello Venturi (1941), Count Carlo Sforza (1942), Gaetano Salvemini (1943), Gianfranco Contini

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[46] See Lola Jean Simpson. "The Chair: A Story of the Italian Department." *California Monthly*, May, 1926, 404-05.

[47] Quotation taken from Michele De Filippis. "The Chair of Italian Culture at the University of California." *Italica*, XXXV (1958), 145-55. Those who desire further details on the Chair can find them in this article.

(1952), Bruno Migliorini (1953), Guido Calogero (1956), Ernesto Rogers (1959), Giacomo Devoto (1960), Roberto Pane (1961), Luigi Della Piccola (1962), and Manlio Rossi-Doria (1964).

It was in 1928 that Professor Rudolph Altrocchi was called to the chairmanship of the Italian Department of the Berkeley school. The language was thriving when he came and continued to flourish until World War II. Then, the resentment against Fascism was extended to the language and literature of Italy which, of course, were completely innocent of the crimes and excesses committed by Mussolini and his clique. A drastic decline in enrollment took place, which dropped from a hitherto normal registration of more than three hundred per semester to seventy-five in 1944. Italian was, however, able to make a healthy recovery after a couple of years. What Altrocchi did for the department is thus summed up by Professor De Filippis in " Italian at the University of California." *Italica,* XXVIII (1961, 44): " Under his direction and guidance, a greater impetus and more stability and definiteness of purpose were given to the upper division and graduate work in Italian. Teaching Assistants were selected with more care, and with the understanding that they were primarily graduate students expected to work for higher degrees in Italian, and rarely, if at all, were they allowed to teach anything but lower division classes."

Professor Altrocchi was primarily interested in modern Italian literature. The most important of his publications is a collection of highly readable and stylistically brilliant essays under the title of *Sleuthing in the Stacks* (Cambridge, Mass., 1944). As a teaching by-product on words and their ways he compiled a very handy list of *Deceptive Cognates: Italian English and English Italian* (Chicago, 1935), which had appeared in installments in *Italica* (1929-32).[48] With others he has edited *Italian Short Stories* (Boston, 1912), Giacosa's *Tristi Amori*

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[48] For further data on Altrocchi see " Rudolph Altrocchi: Vita e miracoli " by Hilda Norman Barnard, in *Italica,* XXVII (1950), 59-61, and for his publications see the list prepared by J.G. Fucilla in the same issue, 62-66. This is an homage number dedicated to our distinguished colleague.

(Chicago, 1920) and Bracco's *Piccolo Santo* (New York, 1929). Michele De Filippis, who had been a member of the staff since 1928, was appointed chairman upon Altrocchi's retirement in 1947. During the decade that he was in charge, enrollment figures in Italian grew to astonishing proportions despite the fact that he was faced with a number of very serious problems. World War II had killed the study of Italian in most of our high schools—in the state of California alone it affected between thirty and forty. It was difficult under such conditions to persuade students to major in the language, indeed, they were openly discouraged from doing so by the School of Education, there as elsewhere never very favorable towards languages, particularly a culture-language like Italian. The heavy increase in enrollment at the elementary college level made it hard to obtain adequately trained teaching assistants. At the same time, also stemming from conditions created during World War II and its aftermath, the number of American Ph.Ds in Italian was sharply reduced and the few that achieved them were not enough to meet the demands of other colleges where Italian was also materially expanding. Furthermore, it is no longer a simple matter to induce foreign scholars with an established reputation to come to this country to teach as has been done in the past due to the relatively high university salaries and other advantages enjoyed by them in their native land. Nevertheless. De Filippis was able to secure the services of two young men who have since become reputable scholars, Giovanni Cecchetti (now at Stanford), and Aldo Scaglione, a versatile and prolific critic, who has given us, *inter alia*, an informative book on Boccaccio: *Nature and Love in the Late Middle Ages. An Essay on the Cultural Context of the* Decameron (Berkeley-Los Angeles, 1964), and has edited for UTET in Turin Boiardo's *Orlando Innamorato. Amorum Libri* (2nd ed., 1963). Professor De Filippis was AATI President in 1943-44. He has devoted a good part of his research to an original and interesting topic, the literary riddle, on which he has already published two volumes: *The Literary Riddle in Italian to the End of the Sixteenth Century* and *The Literary Riddle in the Seventeenth Century* (Berkeley-

Los Angeles, 1948 and 1953).[49] With J.R. Reinhard he is the editor of *Novelle Italiane Moderne* (New York, 1928).

The chairman succeeding De Filippis has been Arnolfo Ferruolo who with the exception of two years, 1963-64 and 1964-65, when Aldo Scaglione was in charge, has been directing the department. He has been chiefly interested in the Renaissance. In addition to Scaglione he is flanked by a veteran scholar Enrico De' Negri (formerly at Columbia) and several well-prepared younger men—Nicolas J. Perella, Gustavo Costa and Ruggiero Stefanini. In the Fall of 1964 the enrollment in Italian at Berkeley was 1398, indicative of a very considerable show of interest on the part of the student body.

Since the University of California at Los Angeles is an integral part of the state school system we feel that it would not be inconsistent to add a brief comment on it at this point.

Italian there got an abortive start in the summer of 1924 when it was taught by Maria Teresa Tommasini then regularly teaching at Berkeley. However, it did become established in 1935 with two instructors, Charles Speroni and Franco Bruno Averardi. Student interest grew apace but dropped off sharply during World War II as was the case elsewhere. With the cessation of the conflict came a strong revival bringing about new additions to the staff, Carlo L. Golino in 1946, a specialist in the Baroque period, capable translator of modern Italian poetry and editor of Carlo De' Dottori's *Il Parnaso* (Berkeley-Los Angeles, 1957); Pier Maria Pasinetti in 1949, novelist and critic of modern Italian literature. They were followed by Dante Della Terza (now at Harvard) and Giuseppe Velli (now at Smith), and more recently by another novelist and critic, Giose Rimanelli. Professor Speroni is a leading authority in Italian paroemiography. Among his published books are *Proverbs and Proverbial Phrases in Basile's* Pentameron (1941), *Charles Merbury: Proverbi Vulgari* (1946), *The Italian Wellerisms to the End of the Seventeenth Century* (1953), and *Wit and Wisdom of the Italian Renaissance* (1964). He was AATI President in

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[49] For a fuller discussion see M. De Filippis, "Italian at the University of California," op. cit. 32-51. This sketch has been supplemented and, in a few instances, corrected.

1949. He and Golino have co-authored one of the most popular of our elementary text-books: *Basic Italian.* This has been followed by a reader, *Panorama,* which serves as a companion volume to it. Professor Golino has been editor of *Italian Quarterly* since its inception in 1957. This is an important review appearing entirely in English with an appeal not only to the specialists but to all those who are interested in Italian culture.

The department functioned autonomously between 1935 and 1938. Between 1938 and 1940 it was placed under the chairmanship of A.P. McKinley of the Classics Department and in 1940-41 under Henry Brush of the French Department. For the period between 1942 and 1949 it was combined with the Spanish Department, and since then has operated independently as an Italian Department under the chairmanship of Prof. Speroni from 1949 to 1956, when he was named Director of Summer Sessions. Carlo Golino, Dante Della Terza, Franco Fido and Pier Maria Pasinetti have followed as chairmen or acting chairmen. Professor Golino became Dean of Humanities in 1964 and is now dean at the University of California at Riverside. Enrollment in Italian at Los Angeles in the Fall of 1964 had reached the conspicuous figures of 1149. Incidentally, in other colleges in the University of California system—Davis, Santa Barbara and Riverside—Italian has been introduced quite recently with excellent results.

Cornell University

At Cornell University, the starting point for Italian is 1868-69 under Professor James Morgan Hart. The story of how Thomas Frederick Crane came to succeed him as a teacher of Italian as well as French and Spanish is told by Morris Bishop in *A History of Cornell* (Ithaca, 1962, 109). " Thomas Frederick Crane, renowned in song and story as 'Teefy' was a Princeton graduate in 1860 established as an Ithaca lawyer. He filled the hours of waiting for clients in the private study of foreign languages. Since Fiske (Daniel Willard) had not returned from Egypt at the beginning of 1868 Crane was pressed into service as librarian and instructor in German (at a salary of $800.00). He enjoyed the experience so much that on Fiske's arrival he went abroad to learn languages. When he returned, James Morgan Hart, assistant professor of South European Languages, suggested to Crane, in the casual manner of those times, that they swap chairs. This they did, two weeks before the registration day of 1870, and Crane taught French, Spanish and Italian ever after." In the Italian field he produced two valuable source-books: *Italian Popular Tales* (Boston-New York, 1885) and *Italian Social Customs and Their Influence on the Literature of Europe* (New Haven, 1920). Among the instructors that followed were Courtney Langdon (1887-90), translator of the *Divine Comedy,* who moved to Brown, and Arthur Livingston (1910-11), who left Cornell for Columbia. In 1911 George L. Hamilton, one of the most outstanding scholars in the history of the department, joined the staff and remained on it to the year of his death in 1940. In his obituary notice in *Italica* XVII (1940), Prof. McKenzie quotes a colleague of his on the impression he made as a teacher. " He communicated to young men his fondness for and his delight in books, and he held the attention of all by his interesting conversation and his art as a raconteur. In the class-room he showed himself as a man of formidable learning; having little concern for the more formal aspects of pedagogy, he taught by example rather than by precept or rule. His pupils, if at first overawed by his scholarly reputation and disconcerted by the brusqueness of his manner and informality of his methods, soon realized that his classes offered them a rare opportunity for profiting from his encyclopedic knowledge. He felt most at ease in his course in Dante which he gave every year; his intimate familiarity with the Cornell Dante Collection enriched the course, and he led his students to share his appreciation of the man and the poet. His impatience with inaccurate scholarship, his hatred of sham and hyprocrisy, often caused outbursts of righteous indignation in a boldness of terms worthy of the old Florentine himself " (188). Professor Hamilton had previously been at the University of Cincinnati, Duke and the University of Michigan. His first important publication, a revision of his Columbia doctoral dissertation, was *The Indebtedness of Chaucer's* Troilus and Criseyde to *Guido delle Colonne's* Historia Trojana (1903). In addition he published many learned articles, several of them on Dante. He was AATI President in 1928.

Lewis H. Gordon (Brown) stayed briefly at Cornell (1943-44), and Thomas G. Bergin (Yale) taught there between 1941 and 1950.

Our leading American authority on the Italian language, the versatile Robert A. Hall, Jr. transferred to the Ithaca School from Brown in 1946 as Professor of Linguistics. Among his many publications are: *Bibliography of Italian Linguistics* (Iowa City, 1941), enlarged edition (Firenze, 1958), The *Questione della Lingua* (Chapel Hill, 1942), Descriptive Italian Grammar (Ithaca, 1948). *A Short History of Italian Literature* (Ithaca, 1951), two class texts, *Italian for Modern Living* (Ithaca. 1959), and, with Cecilia M. Bartoli, *Basic Conversational Italian* (New York, 1963). A very promising young Dantist, John Freccero, who had transferred to Cornell from John Hopkins in 1963, has now returned to Hopkins.

The great pride of the Cornell University Library is its extraordinarily rich collection of Dante and Petrarch books, the nucleus of which was bequeathed to it by Willard Fiske. Theodore W. Koch has published a catalog of the former (Ithaca, 1898-1900) and Mary Fowler a catalog of the latter (Oxford, 1916).

Boston University

For its first Italian instructor in 1872 Boston University engaged the services of Albert C. Maggi, a private teacher of the language as early as 1867 when his name appears in the *Boston Directory* for that year. Mr. Maggi's services, which lasted until 1880, were confined to the School of Music. Giovanni Battista Torricelli, Master of Arts and Juris utriusque Doctor had been teaching Spanish in the institution's School of Theology before he was asked to teach Italian in the College of Liberal Arts in 1875. President William Fairfield Warren provides us with biographical details on this picturesque figure in the *Thirteenth Annual Report of the President of Boston University* for 1885-86. " He was born in Genoa, Italy, of an ancient and honorable family, coming from the same stock as Evangelista Torricelli, the illustrious scientist who succeeded Galileo in his professorship and gave the barometer to the world. It is pleasant to know that in the University of Rome, in the person of Giacomo Torricelli, mathematician and engineer, the same family is to-day still worthily represented, and in the line of its early tastes.

As a student, as a Roman priest, as a voluntarily penniless monk of the Franciscan order, as a rising preacher, as an irrepressible representative of Young Italy, as a rebel to ecclesiastical authority, as a refugee beyond the Atlantic, as a husband and *padre* in a new sense, as a teacher in a New England college resigning because he could not subscribe to the articles of faith required[50] as a missionary to his poor countrymen in Boston with support from the Unitarian churches, as a teacher of private and other classes, as a student of many tongues and literatures, our friend had a wealth of experiences upon which a biographer might well delight to draw. His decease occurred Dec. 21, 1885."

L.D. Ventura, who had been associated with the New England Conservatory as a sub-director, replaced him and was succeeded during the next year by Carlo Veneziani and soon thereafter by Enrico Imovilli, a newspaper man who had been on the staff of the New York *Eco d'Italia*.[51]

The appointment of Professor James Geddes Jr. in 1887 coincides with the creation of a new Department of Romance Languages under his chairmanship. His tenure lasted for more than a half century. Though also interested in French and Spanish he had a very special predilection for Italian. He collaborated in the preparation of three of our early texbooks: Goldoni's *La locandiera* (Boston, 1901) and *Un vero amico*

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[50] This refers to his teaching at Dartmouth, where he was Professor of Modern Languages between 1852 and 1859.

[51] See James Geddes, Jr. " Sketch of the Department of Romance Languages: 1876-1900." *Boston University Publications*. New series, No. 3, Nov. 1902, 10-11.

(Boston, 1902) with F.M. Josselyn, and the *Promessi sposi* (Boston, 1911) with E. H. Wilkins, an edition consisting of the first eight chapters.[52] In the thirties Professor Geddes was assisted by George E. Washburn. He was President of the AATI in 1925.

Camillo P. Merlino whose scholarship had been enriched by ample teaching experience at Harvard, Radcliffe, University of California, Bryn Mawr and the University of Michigan took over Professor Geddes Italian courses in 1937. The Middlebury Scuola Estiva Italiana flourished under his direction (1937-47). He was President of the AATI in 1940. Merlino's pillars of support in Italian have been Anthony J. De Vito, a Verga specialist, presently secretary-treasurer of the Dante Society and Herbert H. Golden, AATI President for 1964-66. With Professor Seymour O. Simches Professor Golden is the compiler of *Modern Italian Language and Literature. A Bibliography of Homage Studies* (Cambridge, Mass.), 1959, an exhaustive list wich constitutes an indispensable scholarly tool.

Syracuse University

Courses in Italian were initially offered at Syracuse University in 1872-73, a year after its founding. In the three regular programs developed the faculty, the Classical Program (Liberal Arts), leading to a B.A., the Latin Scientific Program leading to a B.Ph. and the Scientific Program leading to a B.S., Italian was included in each of them as a senior elective. It is not clear who first taught it; however, it could have been either George F. Comfort or John H. Durston, then in the department, but it is likely that it was the former since the latter's chief interest was clearly German. In 1873-74 the College of Fine Arts was created with Professor Comfort as its dean. In its programs in painting and architecture Italian was required in the senior year. Thereafter, various changes were made with reference to the place of Italian in the school's three programs: Liberal Arts, Fine Arts and Belles Lettres. Professor Comfort served until 1893. He was succeeded by Charles William Cabeen under whom Italian became solidly established at Syracuse, with himself as the teacher most of the time until his retirement in 1924. Cabeen's thesis for the Doctorat d'Université at Grenoble in 1904 was on *L'Influence de Giambattista Marino sur la litérature française dans la première moitié du dix-septième siècle* (Grenoble, 1904).

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[52] See Samuel M. Waxman. "James Geddes Jr.: 1858-1948" in *Italica*, XXV (1948), 271-73.

When the first genuine *italianista* came in 1939 it was in the person of Antonio Pace, who has developed into an outstanding specialist in Italo-American relations. His book on *Benjamin Franklin and Italy* (Philadelphia, 1958), is a model of illuminating and painstaking scholarship. He has been editor of *Symposium* and was President of the AATI in 1959.

Johns Hopkins University

Johns Hopkins opened its doors to students in 1876. The fact that no full professors of Modern Languages were then appointed indicates that there was no intention of giving these disciplines a major role. A. Marshall Elliott, who had studied at Haverford, Harvard, and for eight years in Europe, was at that time appointed Associate in Romance Languages and Hermann C.G. Brandt, Associate in German. Elliott gave instruction in Italian, Spanish and Persian and added French and Provençal two years later in 1878. However, the University administration continued to lag in stimulating the growth of the modern foreign languages until Elliott brought national attention upon himself as the founder of the Modern Language Association in 1883. Thus a new era began in Modern Languages. The institution remained as the headquarters of the MLA for eighteen years with Elliott as its Secretary for nine of them (1884-1892). He was President in 1894. Thanks to his standing in the Association and to his initiative, Johns Hopkins soon became the foremost center for graduate work in the field. " He had initiated seminar work as early as 1881, but he did not announce it until 1884. Only his most advanced students were admitted to the regular meetings of the seminar, which concentrated on an exhaustive analysis of single documents, the students using facsimiles of manuscripts. All graduate students of Romance Languages, however, attended meetings every two weeks at which original papers, journal reports, and professional correspondence were read and discussed. Thus the examination of original documents was done by a few students with a thorough preparation, while the reading of reports and essays afforded excellent training for a large group of beginners in research." [53]

Elliott taught Italian throughout most of his long career (1876-1910). He was assisted by such reputable scholars as Henry Alfred Todd (1883-1901), John Ernest Matzke (1891), Edward C. Armstrong (1888-99), and James Eustace Shaw (1900-1917). James Russell Lowell's twenty lectures at Hopkins during the winter of 1877 on " Romance Literature of the Middle Ages " with Dante as a central theme, must have been a memorable occasion at the new school. In 1894 Charles Eliot Norton also delivered a series of Dante lectures part of which were later incorporated in the monograph in Warner's Library.

As noted, Professor Shaw continued at Hopkins until 1917. He then went to the University of Toronto to finish the last phase of a long and distinguished teaching career (1917-1946). Gustave Gruenbaum, on the Romance staff from 1911 to 1937, primarily taught Italian during the years of his incumbency. From 1937 to 1948 Charles S. Singleton had charge of advanced courses in Italian. Harvard claimed him for some years (1948-57), after which he returned to Hopkins where he has been Professor of Humanistic Studies since 1957. He is our foremost living American authority on Dante and one of the most outstanding Dantists in this generation. Aside from his articles he has published *Dante Studies I. Commedia. Elements of Structure* (1954), *Dante Studies II. Journey to Beatrice* (1958), *An Essay on the* Vita nuova (1958), all published at Cambridge, Mass. On the occasion of the Dante centenary he has edited Toynbee's notable contribution on the poet: Paget Jackson Toynbee. *Dante Alighieri. His Life and Works.* New York,

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[53] George B. Watts in *The Teaching of French in the United States: A History,* op. cit. 86-87.

1965. His critical edition of the *Decameron* (Firenze, 1951) is a distinguished piece of work that has already stood up successfully against the most rigid analysis of its critics. Two of the promising Dantists: Edward Williamson (1948-53), now at Wesleyan, and John Freccero are the latest of the crop of fine Italian scholars which the school has had in the course of its relatively short history.

The first three Ph.D dissertations on Italian subject-matter were written at Johns Hopkins: *The Morphology of Francesco Petrarca's* Canzoniere *Accompanied by a General Introduction and Critical Glossary* by Thomas McCabe (1888), *The Historical Development of the Possessive in Italian* by Lewis Emil Menger (1893), printed in *PMLA*, n.s. 1, No. 2, 1893, and *The Phonology of the Pistoiese Dialect* by James Dowden Bruner printed in *PMLA*, IX, No. 4, 1894. At Harvard in 1895 Kenneth McKenzie earned the fourth Ph.D. in Italian with *The Development of Italian Lyric Poetry Before the Rise of the Dolce Stil Nuovo.* Columbia is the fifth in line with *The System of Courtly Love Studies as an Introduction to the* Vita Nuova *of Dante* by Lewis Freeman Mott (1896). Up to 1900 three more dissertations appeared two of them at Hopkins, *The Isopo Laurenziano with Notes and Introduction Treating of the Interrelation of Italian Fable Collections* by Murray Peabody Bush (1898), published at Columbus, Ohio in 1899, and *The History and Syntax of the Atonic Personal Pronoun in Italian* by Oliver M. Johnston (1898), published at Toronto in 1898. Also in 1898 we have the first Yale Ph.D dissertation in Italian, *Vocabulary of the* Orlando Furioso by John Joseph Dunn. If we take into account the fact that the first Ph.Ds were granted at Harvard in 1873 and that the total number till 1900 amount to about a dozen in French and a half dozen in Spanish, it will be clear that Italian had a fair representation.[54] As far as Italian is concerned Columbia has now taken the lead with Harvard taking second place and Johns Hopkins third. There are presently approximately twenty-five American universities offering courses leading to a Ph.D or Doctor of Literature in Italian.[55]

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[54] See Ray M. Merrill. *Doctoral Dissertations in Romance Languages: 1876-1926* (New York, 1927).

University of Illinois

Professor Edward Snyder, trained at Lemberg and Vienna, was a member of the first faculty of the University of Illinois (1868) as assistant professor of Bookkeeping and German. In 1870 he was appointed Professor of Military Tactics and Bookkeeping and Instructor in German, Military Tactics being added to his duties because of his participation in the Civil War (1862-65). In 1873 he was made Professor of Modern Languages, and from 1874 to 1894 also functioned as Dean of the College of Literature and Arts.

In May 1878 *The Illini* announced: " Prof. Snyder is teaching Italian to a class of beginners. It is probable this will be introduced as a University study next year," (p. 304). Alas, this never took place for in October the same *Illini* reported: " Many of the students had been in hopes that Prof. Snyder might be induced to continue his class in Italian, so successfully begun last spring: but a glance at the Prof's well-filled programme of day's work is sufficient to convince the most importunate that they had better wait " (p. 26). It was only in 1892-93 that he found time to introduce it again.

In 1893-94 he turned instruction in the language over to James D. Bruner (Ph.D Hopkins) who resigned on March 12, 1895. From 1895 to 1901 a Dr. George Day Fairfield is listed as the only instructor. During the last two years he was assisted by Dr. Florence Nightingale Jones who until 1912 handled most of the courses. She had the help of Olin H. Moore (later of Ohio State and AATI President in 1931) in 1911-12 and 1912-13. Moore also taught alone in 1913-14 and 1914-15. He shifted to French when McKenzie, the first real specialist in Italian at the institution, came in 1915. Until 1925, when he left Illinois for Princeton, McKenzie was assisted most of the time by Professor John Van Horne, who, in turn, shared instruction in Italian from 1925 to 1957 with several of his colleagues, among them the linguist, Henry Kahane, the classicist, Revilo P. Oliver, and Angelina Pietrangeli. Van Horne was primarily a Hispanist but was genuinely devoted to Italian culture. He published *Studies in Leopardi* in 1916 while at Iowa State University. His *El Bernardo de Balbuena* (Urbana, 1927) is an exhaustive study of the influence of Boiardo and Ariosto upon the Spanish epic.[56] He has been co-editor with Vincenzo Cioffari of a series of *Graded Italian Readers* which have had a wide introduction.

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[55] For full information on the subject of Italian dissertations see H.R. Marraro. " Doctoral Dissertations in Italian Accepted by Romance Language Departments in the American Universities: 1876-1950." *Bulletin of Bibliography and Dramatic Index*, XX (1951), 94-99 and idem. " Tesi Ph.D. sull'Italia: 1950-1960," *Quadrivio*, II (1962), v, 51-84.

After his retirement, as visiting professor at Carleton College in 1957-58 he organized an extra-curricular class in Italian and in 1958-59 served as Professor of Italian at the University of Florida (Coral Gables). He was President of the AATI from 1942 to 1943, resigning in the latter year in order to act as cultural relations attaché at the American Embassy in Madrid (1943-45). From 1933 to 1942 he was editor of *Italica*, the organ of the American Association of Teachers of Italian, during which period he expanded the size of the publication and the quality of its articles and for the first time gave the Association a periodical that attracted the attention of the learned world outside the sphere of its own membership. Miss Pietrangeli, who began her teaching at the University of Illinois 1929, is presently in charge of the advanced courses.

In the Year of Our Lord 1966 there was a repetition of Prof. Snyder's early experience with Italian. A second semester class was quickly filled and had to be closed allegedly because of lack of staff. In other words, just as a real interest in the language was manifested on the part of the students, it was immediately stifled. Given this sort of attitude, one wonders if Italian will ever have a chance to grow at Illinois.

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[56] For a complete list of Prof. Van Horne's publications see "A Bibliography of the Writings of John Van Horne," by Hensley C. Woodbridge, *Italica*, XXVI (1949), 2-6.

Northwestern University

As in the case in quite a number of schools in the Middle West—Albion College, 1881, University of Kansas, 1884, Oberlin College, 1899, etc.—Italian got its start at Northwestern in 1879 via the Conservatory of Music then under James Gill, Instructor in Vocal Culture, Singing and the Italian Language. In the College of Liberal Arts it first appears in 1891-92 with the proviso that it and Spanish would be offered in alternate years. At that time no women were allowed to instruct at the school. However, never dreaming that one of them might some day take advantage of this prerogative by insisting on becoming a teaching member, the faculty regulations did grant the Dean of Women faculty status. This is just what Dean Emily Frances Wheeler did and she won the day. She may have learned her Italian in Italy where her brother, David Hilton Wheeler, an appointee of President Lincoln, functioned as U.S. Consul at Genoa between 1861 and 1866. Incidentally, D.H. Wheeler later joined the Northwestern faculty as Professor of English and was briefly acting president of the University. As for Miss Wheeler she turned over her job to a Miss Mary Freeman in 1897 who held it until 1904. This was the year Professor Alfonso De Salvio, who had just received his Ph.D at Harvard in Italian, was made a member of the Romance Language staff. He remained through 1927 serving as chairman of the department for a number of years. De Salvio is the author of *The Rhyme Words in the* Divine Comedy (Paris, 1929), a revision of his thesis, and *Dante and Heresy* (Boston, 1936). He was President of the AATI in 1930. [His place was taken in 1928 by Joseph G. Fucilla, a University of Chicago Ph.D with previous teaching experience at Iowa State University, Butler University and the University of Chicago. A comparativist of wide-ranging interests and meticulous scholarship, Professor Fucilla is also a tireless worker, and has been prolific in his output of books, articles and reviews. Like so many Italianists of his generation, he found it wise to have another major string to his bow. In his case it was Spanish, but, although he treated the cultures involved with sympathy and understanding, he worked always from the viewpoint of his chief love, Italian. This may be seen in the volumes *Relaciones hispanoitalianas* (Madrid, 1953), and *Estudios sobre el petrarquismo en Epaña* (Madrid, 1960). These volumes, like his *Studies and Notes* (Naples, 1953), and *Superbi colli e altri saggi* (Rome, 1963), gather together some of the more subtantial pieces which had been scattered over a wide variety of scholarly journals here and abroad. The articles included are not merely reprints, however, for they gain impact from a thematic grouping, and benefit from later findings in the field and from the author's greater perspective.

The importance of these contributions is equalled by Professor Fucilla's achievements as bibliographer. For *Studies in Philology* he has ably handled the Italian Renaissance ever since 1939; in 1956 he added the enormous task of the Italian Section of the annual *MLA International Bibliography*, doing the first two years alone, then aided first by Sergio Pacifici (now at Queens) and later by Professor Pane of Rutgers. In 1941 he published the first volume of his monumental *Universal Author Repertoire of Italian Essay Literature*, which he carried down to 1952 in the sequel, *Saggistica letteraria italiana* (Firenze, 1956). The usefulness of the *Bibliographical Guide to the Romance Languages and Literatures*, in which Professor Fucilla collaborated with Palfrey and Holbrook, may be judged by the fact that it is now in its sixth edition. His *Our Italian Surnames* (New York, 1949), is the most extensive treatment of the subject that has as yet appeared.

All the preceding, which clearly establishes Professor Fucilla as one of this country's most productive Italian scholars, would seem to preclude any other activity; yet since 1943 he has been editor of *Italica*, pushing it to new heights of size and quality of contents. In addition, he has been a constant source of vitality for the American Association of Teachers of Italian, and one of the few in the field to maintain a broad professional concern. He was AATI President in 1939.] *Part inclosed by brackets supplied by Prof. A.T. MacAllister.*

Stanford University

In 1891, six years after it was founded, Stanford University opened its doors to students. In the modern languages, at least, careful provision was made to bring to the institution the best available talent. Since, thanks to A. Marshall Elliott, Johns Hopkins had acquired an outstanding reputation as a graduate school, it was natural that the administration should make an attempt to procure personnel from that school. The first choice fell upon Henry Alfred Todd who had been teaching French and Italian at Hopkins since 1883, and which he also taught at Stanford. Graduate courses were offered leading to an M.A. and Ph.D "planned for the benefit of specialists, particularly of such as are looking forward to becoming college teachers of Romance Languages." Professor Todd remained only until 1893 when he became Professor of Romance Philology at Columbia where he enjoyed many successful years as a scholar. Up to 1900 the institution had put the greatest emphasis upon French with Italian second.

Professor Todd was followed by John Ernest Matzke, also a Hopkins Ph.D, whose tenure was cut short by an untimely death in 1918. Though he taught advanced courses in Italian his primary interests were in Old French and French linguistics. A third Ph.D from Hopkins to come to the department to teach Italian was Oliver Martin Johnston (1897-1932). His doctoral dissertation, 1898, was on *The Historical Syntax of the Atonic Personal Pronoun in Italian*. At Stanford he became a keen and devoted student of Dante. In 1931 he was elected President of the AATI.

Stanley Astredo Smith, who had been an instructor in Romance Languages from 1904 to 1907, temporarily left the school at that time in order to teach at the University of Washington and Reed College, but returned in 1914 and, except for one year, served until 1944. He regularly taught French, Italian and Spanish.

After a short stay at St. Louis University in 1943-44, Roberto Benaglia Sangiorgi, a University of California Ph.D., settled down at Stanford until 1965. His place has now been taken by Giovanni Cecchetti, formerly at Berkeley and Tulane, who has been rapidly asserting himself as one of the foremost of our younger scholars. He, too, is a California Ph.D. Professor Cecchetti has published *La poesia del Pascoli* (Pisa, 1954), *Leopardi e Verga* (Firenze, 1962), and a volume of translations Verga's *The She-Wolf and Other Stories* (Berkeley-Los Angeles, 1958).[57]

University of Chicago

When William Ireland Knapp, a Hispanist, became " Head Professor of Romance Languages and Literature " at the University of Chicago in 1892-93, he instituted seven courses in Italian, the most ambitious first-year program ever offered in any college. More than thirty years before, in 1860, he had introduced the language at Colgate University. In 1865 he had introduced it at Vassar. Both he and George C. Howland, an instructor, shared in teaching it at Chicago.

James D. Bruner served as acting head in 1895-96. The previous school-year he had taught at Illinois. It is interesting to note that his Johns Hopkins Ph.D. dissertation on *The Phonology of the Pistoiese Dialect* was used as the basis for his course on " Italian Dialects and Seminar." Prequisite for it was a course on " Italian Philology " also given by him. Howland continued to share in the instruction in Italian and after Bruner's departure remained in charge of most of it for the next fifteen years.[58]

The appointment of Professor Ernest H. Wilkins in 1912 was a most fortunate one. As an effective and inspiring teacher and as a superb scholar he soon made Chicago a great center for Italian studies. Students from other departments flocked to his courses on Dante and Petrarch and freely went to him for advice and guidance in the writing of their dissertations. In his biographical sketch in the homage issue to Wilkins in *Italica*, XXIII (1946), Rudolph Altrocchi, his ex-colleague, who had known him for forty years states: " Besides knowledge he [Wilkins] has sensitiveness and poetic imagination, qualities essential to the appreciation of beauty. Such qualities added to mounting erudition, made him an outstanding teacher and a great scholar. His sense of duty, his conscientiousness, his punctiliousness in method made him a very productive scholar and academic parent of scholars " (257-58). Realizing that class-texts in Italian were scarce in those days Professor Wilkins did much to remedy the deficiency through The University of Chicago Italian Series under his editorship. He himself wrote an excellent *First Italian Book* and collaborated with Antonio Marinoni on a reader, *L'Italia*, an excellent primer that combines with an easy prose an adequate introductory survey of Italy, past and present. Eventually the nine texts of the original series and several that were prepared later were taken over by D.C. Heath. These texts are, unfortunately, no longer available. In recognition of his outstanding qualifications as an administrator the university officials appointed Professor Wilkins as Dean of the College of Liberal Arts and Sciences in 1923, a position held until 1927 when he was called to the Presidency of Oberlin College.

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[57] Some of my information on Stanford has been drawn from a manuscript copy of Pres. Ray Lyman Wilbur's autobiography, *2nd-String Pioneer*. His published version is in a much more condensed form.

[58] From 1911 to 1931 Howland taught General Literature, including a course on Dante in translation.

Despite his many administrative duties, however, Wilkins still found time to publish scholarly books and articles. After his retirement from Oberlin he served as Visiting Lecturer at Harvard (1947-50). He was now able to devote his full energies to his studies which continued to issue forth from his brilliant pen with astonishing frequency until shortly before his death in January 1966. He concentrated on the life and works of Petrarch on whom he became the world's most eminent authority. Among the Petrarch volumes he has published are *The Making of the* Canzoniere *and Other Petrarch Studies* (Roma, 1951), and *Petrarch's Eight Years in Milan* (Cambridge, Mass., 1955 and 1958), *Petrarch's Correspondence* (Padova, 1960), and *The Life of Petrarch* (Chicago, 1961), translated into Italian with *The*

Making of the Canzoniere... by Remo Ceserani (Milano, 1964).[59] As a small token of appreciation. Arquà, the city where The First Modern Man spent the final years of his life, bestowed the honorary citizenship of the town upon him in 1960 on the occasion of his eightieth birthday. In addition to Professor Wilkins' Petrarchan studies, two other important publications are *The Invention of the Sonnet and Other Studies in Italian Literature* (Rome, 1959), a collection of thirty informative essays dealing with the whole range of Italian literature, and *A History of Italian Literature* (Cambridge, 1954), which has become the vademecum of all serious students of Italian. Professor Wilkins is our biggest name in the field of Italian letters. He ranks with the very greatest of the American scholars of our time. He is one of the founders of the AATI, served as President of the organization in 1927 and its Honorary President since 1951. With the assistance of Rudolph Altrocchi (1915-28) and Hilda Norman [Barnard] (1926-47), Wilkins was able to place Italian at Chicago on an exceptionally strong foundation for quite a number of years.

Walter Llewellyn Bullock (AATI President, 1932), a specialist in the Renaissance, was in charge of the advanced courses in Italian from 1928 to 1935. In 1936 he was succeeded by the well-known critic, Giuseppe Antonio Borgese. Borgese came to the department during the years when the University of Chicago was being hard hit by the economic depression and the lack of operating funds. Students both at the graduate and undergraduate levels were few. Obviously, Italian suffered along with French and Spanish. Furthermore, Borgese's egocentricity, his excessive absorption with politics and world affairs, his unwillingness to learn to adapt himself to American student psychology resulted in his never being able to create any sort of following. He retired in 1947.

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[59] For a complete bibliography of Wilkins' Petrarchan studies through 1963, see the Ceserani trans., 391-96.

On April 12, 1966, Prof. Andrew Bongiorno presented to the General Faculty of Oberlin College, a beautiful " memorial minute " titled *Ernest Hatch Wilkins: 1880-1966*. It has appeared in the *Oberlin Alumni Mag.* for Nov., 1966, and, in a revised and enlarged form, as a separate brochure.

Elio Gianturco (now at Hunter) and Aldo Scaglione (now at California-Berkeley) filled in for several years until 1952. They were followed by Hanibal Noce, a serious student of the Settecento, who took charge of advanced work until 1966 when he transferred to the University of Toronto. The present chairman, Bernard Weinberg, though principally absorbed by French, is very actively interested also in Italian. Besides teaching courses on criticism during the Italian Renaissance he is the author of a monumental *History of Literary Criticism in the Italian Renaissance* (Chicago, 1961). 2 volumes.

University of Minnesota

When Charles W. Benton, Professor of French and Semitic Languages and Literature at the University of Minnesota, decided in 1895 to introduce courses in Italian and Spanish he did so in a most unusual way, namely to conduct the elementary classes in these languages in French. In Italian, for example, Ahn's *Premier Cours d'Italien* was used during the first term, and the same author's second course during the second term.[60] Goldoni's *Il vero amico* (first term), Pellico's *Le mie prigioni* (second term), and Dante's *Inferno* (third term) were read in French translations. At the graduate level the *Inferno* was translated into French. Benton very likely continued this pattern in the courses under his charge until his retirement in 1912.

There were positive merits in Benton's method in that it made the acquisition of a knowledge of Italian speedier than it ordinarily is by approaching it through a sister language. But it also had its limitations insofar as it was transformed into a special preserve for students of French. Hence, when Ruth Shepherd Phelps brought English into the Italian class exercises she opened the possibility of the study of Italian to all the University of Minnesota students in the schools that had Language electives. She is the author of a perceptive book of essays on contemporary Italian literature, *Italian Silhouettes* (New York, 1924), *The Earlier and Later Forms of Petrarch's* Canzoniere (Chicago, 1925), a revision of her University of Chicago doctor's dissertation, and an edition of Giuseppe Giacosa's *Una partita a scacchi,* which appeared in 1921 in the University of Chicago Italian Series. Her *Italian Grammar* (New York, 1924), an unusually thorough reference grammar. It was widely used in the twenties and thirties in spite of its unsatisfactory exercises. Meanwhile Miss Elizabeth Nissen assumed direction of the undergraduate courses in 1923 and from 1929 to 1966 was also in charge of the advanced courses. The department now has three fulltime teachers. Miss Nissen's successor is Archi Pipa, formerly at the University of California (Berkeley).

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[60] Franz Ahn was a German whose dates are 1796-1865. The text Professor Benton used was a French version of the *Italienisches Lesebuch, in drei cursus* (Leipzig, 1834). It was one of a series that included several languages: Latin, Dutch, French and German as well as Italian. Whatever the merits of these books, they were surprisingly popular during the past century as attested by the scores of editions poured out by the printing presses.

Vassar, Wellesley, Bryn Mawr, Smith, Radcliffe and Barnard Colleges

The six leading women's colleges, Vassar, Wellesley ,Bryn Mawr, Smith, Radcliffe and Barnard, can perhaps be most conveniently discussed as a group.

Provision for Italian was made at Vassar, officially named Vassar Female College, during the first year that the school began to function, 1865-66. Under " Special Studies," in the Department of Ancient and Modern Languages and Literatures, the catalog for that year lists Greek, Spanish and Italian. William I. Knapp, who later gained a considerable reputation as a Hispanist, initiated the courses in the three languages. By 1867-68 Knapp had left the school and James A. Robert took care of the instruction in Italian. In the section dealing with the regular courses of study in the senior year, the Catalog announced that the texts for the first semester were to be *Ollendorff's New Method, Marie Stuart* and *Elizabeth. Marie Stuart* must refer to Alfieri's *Maria Stuarda,* but who could have written *Elizabeth?* Dante's *Inferno* was the text for the second semester.

From 1896-97 through 1915-16, with the exception of 1907-08, the Italian courses were taught by Cornelia H. B. Rogers and Edith Fahnestock. Bruno Roselli came as exchange professor in 1919-20 and shared the Italian work with Miss Fahnstock that year and the following year. In 1921-22 Gabriella Bosano was added to the two-man staff to help take care of the eight courses that were offered. Till then Italian and Spanish had formed one department. In 1922-23 Roselli was named chairman of a separate department, which has continued to remain independent to the present time.

Vassar now has an endowed Chair in Italian in honor of Dante Antolini founder of the well-known importing concern of Antolini and Co. Professor Mario Domandi is the first occupant.

At Wellesley Italian was in the beginning (1882-83) listed among the Classical Course offerings as an elective for juniors and seniors, but soon afterwards it was also opened to seniors in the Scientific course. Miss Julie M. E. Hintermeister, a Swiss-born lady, became the first instructor. She was a gifted intellectual woman who is better remembered for her eccentricities than for her teaching. For example, on returning to America from one of her European trips, she adopted as her brother a certain O. Taccini, and " was faithful all her life to him, being a devoted Aunt to several of his children." [61]

She was followed in 1890 by Miss Margaret Hastings Jackson, a Florentine by birth and rearing and the daughter of the noted sculptor John Adams Jackson. Graduate courses were introduced by her in 1892. In 1904 she was appointed Curator of the Frances Pearson's Plimpton Library of Italian Literature, a precious collection of rare books and manuscripts primarily dealing with the Renaissance, on which she prepared a *Catalog of the Frances Taylor Pearsons Plimpton Collection of Italian Books and Manuscripts in the Library of Wellesley College* (Cambridge, Mass., 1929), which stands out as a model of meticulous scholarship. The Department of Italian came into being during her tenure in 1907-08. Louise S. McDowell in her obituary article in *The Wellesley Magazine*, XXII (1939), 107-10, provides us with the following appraisal of this remarkable woman: " Miss

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[61] From an " In Memoriam " write-up in the Vassar College Library.

Jackson was not only the scholar and student, she was the teacher, whose students have shown their devotion to her through the years. They still speak of her wit, of the droll sense of humor that enlivened her classes, of how human she was, how understanding when they were in trouble, and of the interest with which she followed their later careers. One student writes: 'I have always felt that this course (Dante) had the most enduring influence of any that I took in college. Miss Jackson succeeded in making us feel the delicacy, grace, and simplicity with which Dante has presented certain ideas, the fire of his political convictions, and many points in the presentation of his philosophy. I feel indebted to her for having made me aware of both the beauty and the truth of Dante's convictions. When I remember how very immature I was, it seems to me the more remarkable that Miss Jackson should have made me think in these directions'... She was, in a very real sense. a modern humanist. Her interests, like those of the humanists of the Italian Renaissance of whom she wrote so charmingly, lay in art and literature, but even more was she interested in the people by whom and for whom the art and literature was created. Her broad sympathies, her tolerance, her understanding of human nature, her love of children, birds, and all helpless creatures, her hatred of injustice, her absolute loyalty, her unselfishness, her keen sense of humor and kindly wit, all combined to create a rare person. 'She is still living in me,' writes one friend—'not only because I believe in a future life—but because she is a living presence in my memory of her personality."

Miss Jackson was succeeded as chairman in 1930 by Gabriella Bosano who remained at the post until her retirement in 1952, when she was succeeded by Grazia Avitabile. Professor Avitabile has written *The Controversy on Romanticism in Italy* (New York, 1959). From 1927-28 to 1956 Angeline La Piana was a member of the Wellesley Italian staff and is the author of an informative and well-presented survey. *Dante's American Pilgrimage. A Historical Survey of Dante studies in the United States,* 1800-1944 (New Haven, 1948), and *La cultura americana e l'Italia* (Torino, 1938). In 1940-41 Ezio Levi D'Ancona, one of the most distinguished Italian scholars in the field of Romance literature, was appointed Visiting Professor. His unexpected death on March 28, 1941 unfortunately deprived Wellesley of the opportunity of materially profiting from the added prestige that he had brought to it.

Though graduate courses have been discontinued since 1951 the department is currently offering a varied program of ten courses at the undergraduate level.

Italian appears in the first catalog of Bryn Mawr College, 1884-85, as a minor subject. The courses offered by J. James Sturzinger, its initial instructor, who was a Ph.D. from the University of Zurich in 1879, were for the first semester the Historical Grammar of the Italian Language and Practical Grammar of the Italian Language. In the second semester the offerings were the History of Italian Literature, Reading of Difficult Passages from Dante, and the Composition and Reading.

After Sturzinger's departure we witness a veritable merry-go-round as far as instructors in Italian are concerned. Seven followed one another in quick succession until Richard Thayer Holbrook, who managed to stay on from 1906 to 1916. Two of them, Thomas McCabe and Emil Louis Menger were Johns Hopkins Ph.Ds. Under such conditions it is a wonder that the language was able to survive.

Walter Llewellyn Bullock served from 1922 to 1928. In reporting to the Editor of *Italica* on the status of Italian there in 1926, he stated: " in spite of a new requirement that every student take a reading examination in French and German in her Junior year—a requirement which tends to crowd Italian and Spanish to the wall—Italian, especially in undergraduate courses, is doing extremely well " (*Italica,* III, 16).

Angeline H. Lograsso has been in charge from 1930 to 1965. She has been President of the AATI (1952), is an excellent Dantist, an authority on Silvio Pellico and the author of an exhaustive study on Piero Maroncelli (Roma, 1958).

Smith College, which was opened to students in 1875, is remarkable in being the first college for women to impose entrance requirements then in effect in the best of the men's colleges. These as well as the requirements for graduation closely resembled those then in operation at Amherst and Harvard. The ancient languages, Latin and Greek, were strongly stressed. English was the only required modern language, but it was possible to take French or German as electives in the junior and senior years. Italian had to wait, and became part of the regular curriculum only in 1899 as the result of the general revision during the presidency of L. Clark Seelye.

Mary V. Young, a University of Zurich Ph.D., was chosen to teach the language. The peculiar feature about Italian as listed in the catalog for that year is that the courses do not appear under a Department of Italian, but as separate paragraphs at the conclusion of the section of the offerings of the French Department. However, it is so listed in 1901-02 during the one-year tenure of Solone di Campello an LD from Macerata. Amy Allemand Bernardy taught from 1902 to 1909 and was succeeeded in 1909 by Margaret Rooke, an English woman and Oxford graduate. Under her the Department of Italian at Smith became the most flourishing in the country in the 20's and 30's. In 1929 a Summer School in Italian was inaugurated on the college campus, which is said to be the first summer school held outside of Italy, and which offered lectures in the history of Italian art as well as courses in language and literature in various grades of competency. The response to this enterprise was inadequate for its support and the scheme was abandoned after two summers. In 1931 there were seven teachers on the Italian staff and in 1933 there were eight. At one time it was said that one out of every four Smith girls was a student of Italian. Soon thereafter, however, certain special circumstances combined unfortunately but very effectively to spread dissension among the staff and hence to deal this popularity a blow from which it has not yet recovered.

It was in 1931 when the Junior Year Abroad Program was introduced. From that year till now the Junior Year group has pursued a special course of study at the University of Florence after a four-week orientation course at the Università per gli Stranieri at Perugia.

For several years (1932-36), Giuseppe Antonio Borgese, the well known author and critic, was a member of the staff, which no doubt helped the prestige of the department. It was during this period, incidentally, that Smith became a sort of underground railroad for helping anti-fascist intellectuals escape from Italy and find temporary employment in this country. In addition to Borgese, an outstanding example was the late Renato Poggioli. Arriving at Northampton early in 1938 the Poggioli's suffered stoically through the violence of that year's famous hurricane in the belief that such weather was a typical occurrence in this vast country. Poggioli went to Brown the following year, and eventually to Harvard. He was primarily a Slavic scholar, but, off and on, he also did some " pinch hitting " in Italian.

In 1945-46, three years before Miss Rooke retired, Michele Francesco Cantarella, who had come to Smith in 1929, became her successor and, except for brief intervals, held the post until 1964. He has prepared one of the finest reading texts available in Italian today: *The Italian Heritage* (New York, 1959) and with his Smith colleague, Ruth E. Young (1928-62), is co-author of a *Corso d'Italiano* (New York, 1942) that has been used extensively for a number of years. The present chairman is Giuseppe Velli, formerly at the University of California at Los Angeles.

Radcliffe College, founded in 1879, while keeping its corporate identity, has always drawn the members of its teaching staff from the Harvard faculty. In Italian, whose introduction coincides with the date of the establishment of the college, an elementary course was offered by George Bendelari and a course in Dante by Charles Eliot Norton. For a number of years starting with 1888 Charles Hall Grandgent taught at least one course, usually Dante, and as many as three. Since 1963 the young ladies have been attending Italian classes on the Harvard campus with the men students.

It is interesting to note that the first prizes which any American college have offered to students of Italian were the two set up by Mrs. Mina Chapman in 1891-92 for the purpose of encouraging the study of Dante. Both were $100.00 prizes, the first to be given for the best metrical translation of any canto in the *Divine Comedy* (not awarded in 1892) and the second for an essay on Dante and his times, the winner of which was Miss Lucy Allen Paton who wrote on *The Personal Character of Dante as Revealed in His Writings.*

Just as Radcliffe has been closely associated with Harvard, Barnard College has been linked with Columbia. It operated in 1889 with 36 students and a staff of six. The President's archives have preserved a note to the Registrar from Carlo Leonardo Speranza, Adjunct Professor in the Department of Romance Languages and Literatures at Columbia, stating that classes in Italian would commence on November 5, 1890 at ten o'clock in the morning. He has been one of the most devoted and inspiring teachers the college has ever had. After his death in 1911 his former students and friends have paid tribute to these outstanding qualities by establishing The Speranza Prize, which is annually awarded to a member of the graduating class at Barnard College for excellence in Italian.

In 1900 the school was incorporated into the educational system of Columbia and while it has continued to maintain its corporate identity its students have been sharing their instruction, the library and degrees with the University.

Perhaps a word should be added about Wesleyan College (formerly Georgia Female Academy) of Macon, Georgia, which has the distinction of being the first college for women to offer Italian. This took place in 1839. The language continued to be taught in the 1840's and but is absent from the catalogs for the next eighty years. It was reintroduced in 1924-25 as an elective primarily to meet the needs of voice majors.

University of Toronto

In view of the intimate ties between our Canadian colleagues in Italian and ourselves for at least half a century, the artificial boundary lines that separate us have virtually ceased to exist as far as the teaching and study of Italian are concerned.

At the University of Toronto courses in that language were begun by James Forneri appointed Professor of Modern

Languages in the University College in 1853. He continued until 1868. Professor William H. Fraser was made Head of the Department in 1887 at which time Italian and Spanish were transferred from the College to the University.[62]

Professor Milton A. Buchanan (1906-1946), a Hispanist with a deep interest in Italian, followed in charge of the department, and he, in turn was succeeded by Professor Emilio Goggio. The latter had been on the Toronto staff berween 1909 and 1912, taught at the University of California (Berkeley) between 1912 and 1917 and at the University of Washington between 1917 and 1920. He returned to Toronto in 1920 where he remained until his retirement in 1956. The study of Italian flourished during Professor Goggio's ten-year tenure (1946-56) as Head of the Department of Italian and Spanish. He has been one of the first to extensively explore the field of Italo-American cultural relations and through his *Due commedie moderne* (1917), which contains the text of Pirandello's *Lumie della Sicilia,* he introduced the great dramatist to students of Italian. He is also one of the founders of the AATI and was President of the Association in 1933.

Another founder of the organization and its President in 1926 was James Eustace Shaw, a notable *italianista.* He was an Englishman who had come to America in 1893. He received his Ph.D in Italian at Hopkins in 1903 and taught there from 1900 to 1917, when he went to Toronto from where he retired in 1946.[63] As a scholar he wrote with authority on Dante and Guido Cavalcanti. From 1924 to 1941 he was an exemplary compiler of the quarterly " Bibliography of Italian Studies in America," one of the most useful features in *Italica,* a compilation now competently continued by two of his colleagues, Beatrice Corrigan and Julius A. Molinaro, both of them Toronto Ph.D's and fine scholars. Two more valuable members on the staff are Professors S.B. Chandler and Hannibal Noce. Recent students at the University have also been especially privileged to be able to come in contact with the vast erudition of the late Professor Ulrich Leo, who served as « Special Lecturer » from 1948 to 1959 and from 1961 to 1964.[64] In 1965 there were 690 students taking Italian including many honors majors.

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[62] On the early phase of the teaching of Italian at Toronto, see Emilio Goggio. " One hundred years of Italian and Spanish Study at the University of Toronto." *Modern Language Journal,* XXXVIII (1954), 129-32.

[63] For biographical and bibliographical information on Prof. Shaw, see *Italica,* XL (1963), 1-6.

This great school is, of course, not the only Canadian institution to offer Italian at an early date. At King's College (University of New Brunswick), to cite one example, it was taught in 1841 by Antonio Gallenga.

At present the outlook in Canada for Italian is bright. Thirteen out the thirty seven universities in the Dominion now give instruction in the language, while eighteen more have indicated that they are planning to introduce it at the undergraduate level in the very near future.[65]

ITALIAN FROM THE CIVIL WAR TO THE PRESENT
(A thumbnail sketch)

The disruptive effects of the Civil War caused progress in the languages to remain at a standstill. When the conflict was over much of our education system had to be rebuilt or reorganized. The Morrill Act (1862) providing public land grants to establish state colleges for the teaching of agriculture and the mechanic arts brought profound changes in institutions old and new. Technical and scientific training was widely inaugurated. Where the languages were taught in this type of school French and German appear as prescribed subjects. Obviously, since the modern language staff served as one unit in most schools as the medium for instruction of both the technical-scientific and the « classical » student group, these two languages acquired precedence over Spanish and Italian thinning the ranks of the matriculants and at times even succeding in temporarily eliminating them from the curriculum. Moreover, French and German now had the advantage of an ample supply of teachers which their two sister languages did not have. As regards Italian, most of the patriot exiles who had sought refuge in this country and who had earned their livelihood by teaching had returned to their homeland. The Civil War had reduced to a trickle the flow of Americans who had been going to Italy to learn or to perfect their Italian. When the Catholic Church decided on its nation-wide promotion of Catholic higher education in the United States in the thirties and forties, it sent numerous Italian priests here for that purpose. They formed the nucleus of many of the original faculties, and many of them were entrusted with instruction in Italian. Here, too, the situation changed when their posts were taken by non-Italians. The depletion of this reserve accounts for at least some of the weakness in the study of this language in the colleges of the period.

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[64] For a biographical sketch on Prof. Leo and his bibliography to 1960, see the homage issue of *Italica* dedicated to him, volume XXXVII (1961), 83-85.

[65] For further details see Mr. A. Mollica's « Italian in Ontario. » *Canadian Modern Language Review*, XIII (1966), 19-24, which is a review of the status of the teaching of Italian in the Ontario high schools and universities.

In the seventies two basic reforms in our education set-up took place under the leadership of President Eliot of Harvard: the elective system and the establishment of college entrance requirements in the modern languages. The classical barriers were broken down and for the first time the modern languages appeared in the college curricula as regular studies. On the surface the elective reform was a positive gain for Italian, but it was quickly neutralized by the imposition of French and German as entrance requirements and the further imposition of the same two languages as requirements for the AB and BS degrees in our institutions of higher learning. This reduced Italian as well as Spanish to the status of secondary languages, which necessarily had the effect of stunting their development.

The next important forward step was the institution in the eighties and in the nineties of graduate programs leading to a Ph.D. in Romance Languages. Johns Hopkins, Harvard, Yale and Columbia pioneered the movement. Advanced courses in French, Italian and Spanish were added to the departmental offerings. Candidates majoring in one language took strong minors in the other two. On obtaining their doctorates they were equipped to teach their major language and either of both of the others and many of them did so. Italian benefited appreciably from this type of program which, in recent years, has tended to disintegrate in part through the splitting of the Romance Languages into separate departments and in part through the watering down of our Ph.D. requirements. In fact, most of our Ph.D's today are narrowly trained one-language individuals with little or no interest in the other two.

The psychoneurosis that developed against the study of German during World War I almost annihilated it in our high schools and decimated the enrollments in the colleges. This emotionalism soon expanded into a national re-action against all foreign languages and in the colleges was expressed in terms of the elimination of the existing language requirements, that is, primarily French and German. Finally, jarred out of the privileged position they held for so long the two languages were reduced to the status of electives like so many other subjects. The freer competition that resulted led to an impressive number of new college introductions of Italian between 1914 and 1937.

By that time the growing resentment against Mussolini's militarism had reached a peak. World War II broke out soon thereafter with Fascist participation on the side of Hitler. During the conflict Italian was one of the five basic languages taught in many colleges in the Army Specialized Training Program. The new method of instruction that prevailed was audio-visual, which has since become general in most of our schools. A well-planned and highly practical text, *Spoken Italian* (1944), was prepared for the Italian groups by Professor Vincenzo Cioffari connected at that time with the ASTP at the University of Iowa.[66] However, outside the Program decline in enrollment became extremely serious. Since then recovery has been painfully slow but healthy. We have been glad to note that particularly in the last few years students have been becoming aware of the cultural as well as the scientific value of Italian and have been manifesting an increasing desire to study the language, while quite a few college administrations are currently making arrangements to expand their course offerings or to introduce or re-introduce Italian in their institutions, in fact the demand for teachers is already far in excess of the available supply. This is the most formidable obstacle that is hampering its growth.

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[66] For a detailed description of courses in two centers, see Alfred Galpin, “ Italian ASTP Program at the University of Wisconsin.” *Italica,* XXXI (1944), 25-28, and Arnold G. Reichenberger, “ Report on the Teaching of Beginning Italian in the ASTP at the Ohio State University.” *Modern Language Journal,* XXX (1946), 137-44.

On the status of Italian in our colleges in 1965 we have a most enlightening survey conducted by Professor A. Michael De Luca of the C.W. Post College of Long Island University, chairman of the National Committee for the Promotion of Italian in Higher Education, sponsored by the AATI. 285 schools were contacted of which 222 reported. The grand total college-enrollment figure is approximately 20,000. Professor De Luca concludes optimistically that « There are clear indications in this survey that enrollments in Italian on the higher education level are on the increase in most areas in the country and there is a substantial improvement over the total (16,874) reported in the MLA-FL Survey in 1963.» The report, under the title of « Enrollments in Italian in Higher Education,» has been published in *Italica*, XLIII (1966), 204-22.[67]

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[67] The *Foreign Language Enrollments in Institutions of Higher Education: Fall 1965*, the latest survey on the subject prepared for the Modern Language Association by Nina Herslow and James F. Dershem, reveals that Italian had a total enrollment of 22,920 in 1965. This tallies closely with the figure in Prof. De Luca's report.

APPENDIX A

LIST OF AMERICAN COLLEGES, 1779-1966.

ARRANGED ACCORDING TO THE YEAR WHEN ITALIAN WAS FIRST INTRODUCED IN EACH OF THEM

The list that follows has been compiled from official sources, the college catalogs, wherever this has been possible. In a number of instances my information has been further supplemented by other printed or manuscript data. Because of its greater historical importance I have chosen to give as full a representation as possible to the schools where Italian was offered either optionally or regularly before 1900. Among those that are still in operation, it is gratifiying to note that despite short or long lapses in instruction, all but a very few are teaching Italian today. On the other hand, I have omitted the names of a score or more of the less prominent schools such as Reed, College of the Pacific, Knox, Illinois Wesleyan, Otterbein, Oklahoma Baptist, Wilson College etc., which in the course of this century have at one time or another offered Italian but have discontinued it on account of lack of teachers, World War II psychosis, administrative opposition, including budgetary considerations, and, here and there, real or alleged absence of sufficient student demand for the language.

Name of College	*Year of Introduction of Italian*
College of William and Mary	1779
Dickinson College	1814
University of Pittsburgh (formerly Western University of Pennsylvania)	1819
* Transylvania College	1820
Harvard University	1822

Note: An * indicates that Italian is not offered by the institution at the present time. A ◆ indicates that, as far as can be ascertained, the school is no longer in existence.

Middlebury College	1822
Columbia University	1825
University of Virginia	1825
◆ Columbian College [D.C.][1]	1826
* Hampton-Sidney College[2]	1826
University of Maryland (Washington College [defunct])	1826
Bowdoin College	1829
University of Pennsylvania	1830
Princeton University	1830
Georgetown University[3]	1831
Miami University [Ohio]	1831
Wesleyan University	1831
University of Alabama	1832
New York University	1832
Trinity College [Hartford, Conn., formerly Washington College]	1832
◆ Asbury College [Maryland][4]	1834
Lafayette College[5]	1835

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[1] As noted in the Washington, D.C. *National Intelligencer* for Sept. 1, 1826, the professor in charge of French, Italian and Spanish at Columbian College was Sauveur Bonfils.

[2] At Hampton-Sidney, Colonel Louis Gasperi taught French, Italian and Spanish during the year mentioned, 1826.

[3] A much later date has been given by the Georgetown, archivist, due, it is stated, to the lack of early printed catalogs, a not unusual thing at this time. Hence, we draw upon an announcement in the *National Intelligencer* for Sept. 31 for the year noted. This reads: "The Italian, Spanish and German Languages will be taught if required but altogether with Music, Drawing, Dancing, Fencing and other similar accomplishments they will form extra charges." It is likely that Italian had been available at the school some years before this.

[4] In a notice placed in the Baltimore *Commercial Chronicle and Daily Marylander* for Sept. 8, 1835, we have noted the following: "The system of Education comprises the Latin, French, Italian, Spanish and Hebrew languages."

[5] A Lafayette College notice in the New York *Observer* for Oct. 3, 1835 reveals that German, French and Italian were taught "at no extra charge." In 1838 the Rev. Frederick Schmidt taught these three languages.

* Norwich University (formerly Norwich Academy)	1835
◆ U.S. Norfolk Naval School	1835
* Union College	1836
Hobart College (formerly Geneva College)	1838
◆ St. Mary's College [Berrens, Perry County, Mo.] [6]	1838
* Vincennes University (formerly Vincennes Catholic College) [7]	1838
St. Louis University	1839
Wesleyan College (formerly Georgia Female College)	1839
University of Delaware (formerly Newark College)	1841
◆ St. Gabriel's College [Vincennes, Ind.]	1841
◆ St. Joseph's College [Bardstown, Ky.]	1841
Brown University	1842
◆ Cincinnati Wesleyan University [8]	1842
Fordham University (formerly St. John's College)	1842
College of the Holy Cross	1842
Yale University	1842
◆ University of St. Mary of the Lake [Chicago] [9]	1844
Western Reserve University	1844
◆ Masonic College [Lexington, Mo.] [10]	1845

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[6] We have derived the date for St. Mary's from the *Catholic Almanac.* This publication (1833-49) and the *Metropolitan Catholic Almanac* (1850-53) also provide tentative introductory dates for other schools in our list, viz. St. Gabriel's College, 1841; St. Joseph's College at Bardstown, Ky., 1841; Fordham Univ., 1842; College of the Holy Cross, 1842; St. Vincent's College, 1845; Notre Dame Univ., 1847; St. Mary's College at Emmittsburg, Md., 1847; Sinsinawa Mound College, 1847; College of the Sacred Heart, 1849; St. Joseph's College in Perry County County, Ohio, 1852; St. Joseph's College in Buffalo, 1853 and St. Mary's College in Columbia, S.C., 1853.

[7] According to the announcement in the *Western Sun and General Advertiser* for Aug. 18, 1838 " No boarders [were] admitted over 15 years, nor under nine." It should, therefore, be clear that it could hardly qualify as a " college," and this is also true of a number of other schools at the time which used the term " college " or " university." Often it was an expression of ambition rather than of achievement.

[8] Noted by Handschin, op. cit. p. 25.

[9] From an announcement in the *Chicago Daily Journal,* Sept. 26, 1844.

[10] From the catalog in the Missouri Historical Society, St. Louis.

✱ St. Vincent's College at Cape Giraudeau, Mo. [now a seminary for priests]	1845
Ohio Wesleyan University	1846
◆ Bacon College [Harrodsburg, Ky.] [11]	1847
✱ Marietta College	1847
Notre Dame University (formerly Univ. of Notre Dame du Lac) [12]	1847
◆ Saint Mary's College [Emmittsburg, Md.] [13]	1847
◆ Sinsinawa Mound College [Sinsinawa Mound, Wis.]	1847
Washington and Jefferson College	1847
University of Michigan	1848
◆ Jackson College [Jackson, Tenn.]	1849
◆ College of the Sacred Heart [Rochester, N.Y.]	1849
Manhattanville College	1850
◆ Saint John Female College [14] [Marietta, Ohio]	1850
Amherst College	1851
◆ Franklin Female College [15] [Holly Springs, Miss.]	1851
Santa Clara University	1851
Dartmouth College	1852
◆ St. Joseph College [Perry County, Ohio]	1852
✱ Catawaba College	1853
◆ Chesapeake Female College [16] [Hampton, Va.]	1853
◆ Johnson Female College [Anderson, S.C.]	1853
◆ Loyola College [17] [Baltimore]	1853

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[11] See *National Intelligencer,* Aug. 9, 1847.

[12] A great fire in 1879 destroyed five of the Notre Dame college buildings along with most of the records. After that date Italian first appears in the 1893-94 catalog where it is included with French, German, Spanish and Hebrew as an elective course. However, in dealing with the period between 1859 and 1865, Arthur J. Hope in *Notre Dame: One Hundred Years* (Notre Dame, 1943, p. 130) cites courses in German, French, Italian, Spanish, Hebrew, Painting and Drawing which could be taken as "optional studies." That he, too, is a number of years off the mark is made evident by the year noted above, 1847.

[13] From an announcement in the Baltimore *Sun,* Aug. 11, 1847.

[14] From a catalog in the Marietta College Library.

[15] See Memphis *Daily Appeal,* Jan. 25, 1851.

[16] See the *North Carolina Standard* for Feb. 21, 1853.

[17] See notice in the *Sun* for Aug. 29, 1853.

◆ St. Joseph's College [Buffalo]	1853
◆ St. Mary's College [Columbia, S.C.]	1853
Washington and Lee University	1853
◆ Delaware Female College[18] [Wilmington (?)]	1854
Duke University[19] (Formerly Trinity College)	1854
◆ Polytechnic College of the State of Pennsylvania[20] [Philadelphia]	1854
◆ Burlington College [Burlington, N.J.]	1856
University of Iowa	1856
◆ Lynchburg College[21]	1856
Tufts University	1856
University of North Carolina	1857
◆ Worthington Female College[22] [Ohio]	1857
University of Wisconsin	1858
* Antioch College	1859
Birmingham Southern University (formerly Southern Univ.)	1859
◆ Laurensville Female College [Laurensville, S.C.]	1859
Colgate University (formerly Madison University)	1860
University of San Francisco (formerly St. Ignatius College)	1861
Massachusetts Institute of Technology	1865
Vassar College	1867

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[18] In the *Presbyterian of the West* for Oct. 1854 we read: that Vincent Mennelli " from Florence " was engaged as " Professor of instrumental and vocal music, French and Italian."

[19] Duke University Library had given me a much later date. Substantiation of the year cited can be found in Mora Campbell Chaffin. *Trinity College: 1839-1892. The Beginnings of Duke University*. Durham, N.C. 1950, 151.

[20] In its advertisement in the *Intelligencer* for Sept. 11, 1854, it is revealed that V. De Amarelli was the instructor in modern languages.

[21] At Lynchburg College in 1856, Giuseppe Adolfo Sartori was the Professor of Modern Languages according to the announcement in the Lynchburg *Virginian* for Aug. 23. Another announcement in this paper, (Aug. 18th issue), after listing him as a teacher at the Lynchburg Female College, specifically mentions that tuition in Latin, Greek or any of the modern languages was $10.00. Lynchburg College should not be confused with its current homonym which was founded in 1923.

[22] See an announcement in the *Ohio State Journal* for Aug. 21, 1857.

University of California at Berkeley	1868
University of Utah (formerly University of Deseret)	1868
* Wheaton College [Norton, Mass.]	1868
Wells College	1869
Cornell University	1870
Mary Baldwin College	1870
Boston University	1872
University of Louisiana	1872
* Wake Forest College	1872
Syracuse University	1873
Villanova University (formerly Augustinian College of St. Thomas of Villanova)	1875
Johns Hopkins University	1876
University of Nebraska	1876
University of Illinois	1878
University of Missouri	1879
Northwestern University	1879
Radcliffe College	1879
University of Rochester	1879
University of Cincinnati	1880
Albion College	1881
Bucknell University	1881
* Washburn College	1882
Wellesley College	1884
Alfred University	1884
Bryn Mawr College	1884
University of Kansas	1884
Shorter College	1884
* Swarthmore College	1884
◆ Hesperian College [Woodland, Calif.]	1886
◆ St. Meinrad's College [Spencer County, Ind.]	1886
◆ Carson's College[23] [Mosey Creek, Tenn.]	1887
University of Mississippi	1889
University of South Carolina	1889
Barnard College	1890

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[23] The year for Hesperian College and St. Meinrad's College has been taken from the *PMLA* (1886). The Carson year comes from the 1887 *PMLA*.

Franklin and Marshall College	1890
Ohio State University	1890
Goucher College	1891
Stanford University	1891
University of Arkansas	1892
University of Chicago	1892
Mount-Saint Mary [Emmittsburg, Md.]	1892
Williams College	1892
* Denison University	1893
George Washington University	1893
Mount Holyoke College	1893
University of Vermont	1893
* University of Maine	1894
Hamilton College	1895
University of Minnesota	1895
Adelphi College	1896
University of Georgia	1896
University of Kentucky	1896
University of Colorado	1897
St. Thomas Seminary [Bloomfield, Conn.]	1897
Temple University	1897
University of West Virginia	1897
Elmira College	1899
Lake Erie College	1899
Oberlin College	1899
Florida State University [Tallahassee]	1900
University of Oregon	1901
Vanderbilt University	1901
University of Denver	1902
University of Washington [Seattle]	1903
University of Chattanooga	1904
Clark University [Worcester Mass.]	1906
Rosary College (formerly St. Clara College)	1906
St. Mary's College [California]	1906
University of Southern California	1906
Rutgers State University	1907
New York City College	1909

College of New Rochelle (formerly College of St. Angela)	1909
Pennsylvania State University	1909
Lehigh University	1910
Randolph Macon Woman's College	1910
Rhode Island State College [Kingston]	1911
Converse College	1912
University of Oklahoma	1912
Colby College	1913
Muhlenberg College	1913
Pomona College	1913
Skidmore College	1914
University of Buffalo	1914
University of Texas	1914
University of Arizona	1915
Connecticut College	1915
Rice Institute	1915
Sweet Briar College	1915
University of Nevada	1916
College of St. Elizabeth [New Jersey]	1916
St. John's University	1917
Wayne State University	1917
Ohio University	1919
Providence College	1919
Douglass College (New Jersey College for Women)	1920
Tulane University	1920
Auburn University	1921
North Carolina College for Women	1921
College of Notre Dame of Maryland	1921
University of Rhode Island	1921
Marymount College [Tarrytown, N.Y.]	1922
San Francisco College for Women	1923
Seton Hill College	1923
Stigmatine's Fathers' College	1923
Good Counsel College	1924
College Misercordia	1924
Oglethorpe University	1924
Texas Christian University	1924

Oklahoma State University	1925
St. Mary of the Woods College	1925
Albertus Magnus College	1926
Chestnut Hill College	1926
University of Bridgeport (formerly Junior College of Connecticut)	1927
Saint Bonaventure Capuchin College [Bronx, N.Y.]	1927
College of Holy Names [Oakland, Calif.]	1927
Long Island University	1927
Regis College [Weston, Mass.]	1927
Finch College	1928
Loyola University [Chicago]	1928
Catholic University	1929
Emory University	1929
University of New Hampshire	1929
Seton Hall University	1929
Brooklyn College	1930
Immaculata College [Immaculata, Pa.]	1930
Los Angeles City College	1930
Marywood College	1930
Sarah Lawrence College	1930
University of Tennessee	1930
United States Naval Academy	1930
Cedar Crest College	1931
Davidson College	1931
San Jose State College	1931
Brigham Young University	1932
Dominican College of San Rafael	1932
University of Richmond	1932
University of Scranton	1932
Youngstown University	1932
Briarcliff Manor Junior College	1933
Bard College	1934
Cambridge Junior College	1934
University of California at Los Angeles	1934
Carnegie Institute	1934
St. Joseph's College [West Hartford, Conn.]	1934

State University of New York at Albany (formerly State College for Teachers)	1935
Boston College	1936
University of Puerto Rico	1936
University of Connecticut	1937
Emmanuel College [Boston]	1937
La Salle College [Philadelphia]	1938
Michigan State University	1938
University of New Mexico	1938
San Francisco State College	1938
Wooster College	1938
John Carroll University	1939
New School of Social Research	1939
Queens College	1939
Georgian Court College	1940
University of Miami [Coral Gables, Fla.]	1941
Colorado State University [Fort Collins]	1941
Mary Washington College	1943
Texas Woman's University	1944
Harpur College [formerly Triple Cities College]	1946
Newton College of the Sacred Heart	1946
University of Portland	1946
Fairfield University	1947
Iona College	1947
Le Moyne College	1947
Roosevelt University	1947
Utica College	1947
Abilene Christian College	1948
Baylor University	1948
Central Connecticut State College	1948
Gannon College	1948
University of Hartford (formerly Hartford College of Music)	1948
University of Missouri at Kansas City (formerly University of Kansas City)	1948
St. Peter's College	1948
University of Florida [Gainesville]	1949
Sacred Heart Dominican College	1949

Brandeis University	1950
Kansas State University	1950
Mount St. Mary's College [Los Angeles]	1950
Simmons College	1950
Defense Language Institute [Monterey, Calif.]	1951
Drake University	1951
Fairleigh Dickinson University	1951
Hofstra College	1951
University of Houston	1951
Maryglade Seminary	1951
St. John Fisher College	1951
University of Southwestern Louisiana	1951
Wagner College	1952
Santa Rosa Junior College [Santa Rosa, Calif.]	1952
State College at Lowell [Mass.]	1952
East Los Angeles College	1953
Danbury State College	1954
Marymount College [Palos Verdes, Calif.]	1954
Del Mar College [Corpus Christi, Tex.]	1955
Immaculate Heart College [Hollywood, Calif.]	1956
Cabrini College	1957
Stephens College	1957
Louisville University	1958
Morton Junior College [Cicero, Ill.]	1958
Ventura College	1958
State University at Buffalo	1959
Georgia State College [Atlanta]	1959
Gonzaga University	1959
University of Wisconsin at Milwaukee	1959
Humboldt State College	1959
Contra Costa College	1960
Earlham College	1960
University of South Florida	1960
Hartnell College	1960
New York State University at Potsdam	1960
San Antonio College	1960
Wichita University	1960
C.W. Post College of Long Island University	1961

Marist College	1961
Montana State University	1961
San Diego State College	1961
St. Petersburg Junior College	1961
Suffolk County Community College	1961
Trinidad State Junior College	1961
University of California at Davis	1962
University of Dayton	1962
Fresno State College	1962
Los Angeles Valley College	1962
San Bernardino Valley College	1962
Millsaps College [Jackson, Miss.]	1962
State College at Westfield, Conn.	1962
Northern Illinois University	1962
Brenau College [Gainesville, Ga.]	1963
University of California at Santa Barbara	1963
Chabot College [Hayward, Calif.]	1963
Creighton University	1963
Memphis State University	1963
Pasadena City College	1963
State College of New York at Stony Brook	1963
Oregon State University	1963
Massachusetts State College [Bridgewater]	1964
Pace College	1964
Pennsylvania Military College	1964
Rochester Institute of Technology	1964
University of Southern Mississippi	1964
Weber State College [Ogden, Utah]	1964
American River College [Sacramento]	1965
Bowling Green State University	1965
University of California at Riverside	1965
University of California at San Diego [La Jolla]	1965
Chicago City Junior College: Bogan Branch	1965
Chicago City Junior College: Wright Branch	1965
Elizabeth Seton College [Yonkers]	1965
Junior College of St. Louis County	1965
Pennsylvania State College at Slippery Rock	1965
University of the Redlands	1965

San Diego Mesa College	1965
Southern Connecticut State College	1965
Texas Technological College	1965
West Chester State College [Pennsylvania]	1965
West Valley Junior College [Campbell, Calif.]	1965
University of Wyoming	1965
American International College	1966
Arizona State University	1966
El Camino College	1966
Dominican College [Racine, Wis.]	1966
Monmouth College [West Long Branch, N.J.]	1966
Pensacola Junior College	1966
Southern Illinois University at Edwardsville	1966
Triton College [Northlake, Ill.]	1966
University of Wisconsin: Kenosha Center	1966
University of Wisconsin: Oshkosh Center	1966

CHAPTER VI

THE STUDY OF ITALIAN IN THE ACADEMIES
(1820-1860)

During the period that concerns us here (1820-1860), most of the schools that provided secondary instruction were private or quasi-public. The names that commonly designated them are Academy, Institute, Seminary and Boarding School. They attained considerable popularity by means of the broader training and more flexible instruction they were able to give students in contrast to the fixed curriculum of the grammar school which was narrowly designed to prepare for college. While not neglecting Latin and Greek, the substantial core of the older grammar school program, the majority of these institutions strongly stressed the study of modern languages—French, Italian Spanish and German.

Unfortunately, beyond being apprized that Italian was taught in them, there is almost nothing in Handschin, Bagster-Collins and in the general and regional histories of secondary education available in print. There are, in addition, a number of state, county and city histories wholly or partially devoted to the education in the middle schools but of these fewer than a half dozen contain any pertinent material. Except for New York, state annual reports to the Boards of Education or the state legislatures that bear on our period are either lacking or uninformative. On the other hand, periodical articles as well as published and unpublished theses and dissertations, have now and then furnished occasional valuable facts.

This extremely unsatisfactory situation has obliged us to build up our own presentation by recourse to the original sources of information, primarily the annual school catalogs, newspaper announcements and, in the case of the Catholic schools, the *Catholic Almanac* (1833-49) and the *Metropolitan Catholic Almanac* (1850-53). Even so, our investigation has constantly been hampered by various drawbacks. Most of the catalogs have been allowed to disappear without any attempt being made to preserve these precious educational documents either on the part of the state, regional or city historical societies or on the part of the state, city or college libraries, in fact, the New Hampshire Historical Society and the Vermont Historical Society are about the only two archives owning a sizeable collection of the early school bulletins. Others have preserved a handful of scattered copies of annuals and many, including most of the city libraries, nothing whatsoever. Yet here, too, where catalogs have been available to us, we have found quite a number stating merely that the school offered " Modern Languages " or " Languages," terms not specific enough to serve our purpose. Luckily, it has been possible to supplement the scant material gathered from them by the abundant data which we have been able to assemble from the newspaper advertisements. These, however, have had three major limitations, 1) Like so many of the catalogs, most of the newspaper notices make use of terms similarly vague such as " Languages," " Modern Languages," " French and other Languages," "French and other European Languages." Only in one case out of every three or four is there explicit mention of each language taught.[1] 2) With very few exceptions the advertisements refer to schools in the immediate communities where the papers were printed. Obviously only through access to these papers would it be possible to learn about the private schools and their course-offerings in literally hundreds of towns and counties, a task big enough in itself to absorb years of labor on the part of a large team of individuals. 3) A considerable number of schools which were drawing an adequate clientele did not use or did not see the need of any advertising as is evident from the few advertisements appearing in such big-town papers as the Detroit *Free Press*, Philadelphia *Public Ledger*, Boston *Post*, etc.

Of necessity, therefore, the data we have been able to muster is quite incomplete, but, such as it is, it will show that far more schools taught or offered Italian during this pioneer period than anyone has even remotely supposed hitherto.

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[1] After mid-century, particularly in the large metropolitan papers, educational announcements are reduced to scarcely more than the name of the school, its location and date of the opening of the term.

There are two paramount reasons why we have been obliged to extensively document this section—the fact that information on the language in our early academies is all but non-existent, and the fact that there is a currently deep-rooted preconception, in large measure stemming from it, to the effect that Italian is a language which has found its way into our middle school curriculum only yesterday. The explosion of this myth has been long overdue.

We shall first give the number of Italian-teaching institutions in the various states grouped alphabetically and arranged according to the section of the country to which they belong—NEW ENGLAND: Connecticut 18; Maine 5; Massachusetts 91; New Hampshire 32; Rhode Island 4; Vermont 17. MIDDLE STATES: Delaware 6; Maryland 27; New Jersey 17; New York 115; Pennsylvania 91. SOUTHERN STATES: Alabama 7; Arkansas 5; Georgia 13; Kentucky 13; Louisiana 11; Mississippi 7; North Carolina 21; South Carolina 21; Tennessee 11; Virginia 116. MIDDLE WESTERN STATES: Illinois 5; Indiana 5; Michigan 5; Missouri 6; Ohio 16; Wisconsin 3. PACIFIC STATES: California 1. In the District of Columbia we have turned up 25 schools teaching Italian. Our grand total is 714.

What follows is a sort of appendix that is more for the record than for reading, but, at the same time, it will serve to give concreteness to the figures just cited by specifically mentioning the names of schools and their locations in order to show that interest in the study of Italian was not limited to any one area in the United States, but was well diffused throughout the country from the Atlantic seaboard to the Mississippi and beyond to Arkansas, Missouri and California. In addition, the names of some of the instructors involved in teaching will be noted and, here and there, bits of miscellaneous information on the schools. Incidentally, the dates taken from the newspaper announcements indicate the time when instruction in the language at a given institution has first been noticed by us; it does not necessarily mark the year of its initial introduction. The other parts of the United States were, of course, too new or too sparsely settled to have many middle schools at this time. The fact that we are covering a completely unexplored territory on this subject, provides us with further justification for indulging in so much detail.

NEW ENGLAND

CONNECTICUT

One of the earliest schools to teach Italian in Connecticut was Mrs. Francis and Miss Caine's English and French Seminary at Middletown. The advertisement in the Washington *National Intelligencer* for Sept. 13, 1825 indicates that it expected to draw students from various sections of the East and South.

When Catherine Beecher obtained the services of Miss Degan [Degen], a native Italian, as a teacher in her Hartford Female Academy in 1827 she considered the event important enough to highlight in the *Connecticut Courant* for Nov. 5: " A lady is engaged to instruct in French and Italian who was born and educated on the continent and has from childhood associated with the best of French and Italian society. She will reside with Miss Beecher's family." [2]

At about the same time Italian was taught at the New Haven Gymnasium, a school modelled on the German plan, under the co-direction of Sereno Dwight and his brother, Henry. In a boyhood letter of one of the students, Edmund Ruffin, Jr., son of Edmund Ruffin, the famous Virginia agriculturist and extreme Southern nationalist, written on Oct. 8, 1828 to a member of his family, young Ruffin writes: " Mr. Dwight [presumably Sereno, who had studied in Europe in 1824-25] offers $10. to the one who can speak Latin best by next September, also offers $10. to the one who can speak German the best, and $10. to the one who can speak Italian the best. He does not offer a reward to the one who can speak French the best because there are several boys here from New Orleans that speak French as well as their native tongue, nor does he offer a reward to the one who speaks Spanish the best because there is a Spaniard here and there is another coming."[3] Several years later another student, Henry Ridgely, age 13, member of the famous Ridgely family of Delaware, tells about the school in a letter to his sister dated Feb. 21, 1831. This is summarized as follows in *A Calendar of the Ridgely Family Letters, 1742-1899 in the Delaware State Archives*. Edited and compiled by Leon de Valinger, Jr. Dover, Dela., 1951, Vol. II, 281-82: "Describes a French teacher, a good instructor 'but in some things a great fool;' a servant of illustrious ancestry; and an eclipse (of the sun). Punishments include bed in the daytime, studying at meals, and a bread and water diet. Enjoys Italian." Though the school had been very successful, 1831 was the last year of its operation. Sereno became President of Hamilton College in 1833. The two brothers, incidentally, were the sons of Timothy Dwight, President of Yale College.

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[2] See also paragraph on Harriet Beecher Stowe, one of Miss Degan's students in the chapter on " The Italophilia of the American Intellectual Elite."

In his letter to Theodore Dwight, New Haven, Feb. 10, 1837, (manuscript in the Pennsylvania Historical Society), the Italian political exile Gaetano de Castillia (Castiglia) mentions that he was teaching his native language at the "collegio Apthorp." This may be identified with certainty as Mrs. Apthorp's Young Ladies' Seminary which appears listed in *Patten's New Haven Directory for the Year 1840*.

The New York *Observer* for May 21, 1842 announced the study of Italian in the New Haven Private School for Young Ladies conducted by a Miss Lee. The Washington *National Intelligencer* for Oct. 14, 1843 brings out that Latin, French, German, Italian and Spanish were then taught at the Golden Hill Seminary at Bridgeport.

An advertisement placed in the *North American and Daily Advertiser* of Philadelphia for Sept. 18, 1844 states: "Mr. Luigi

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[3] See the "School-Boy Letters of Edmund Ruffin, Jr., 1828-29," edited by Mrs. Kirkland Ruffin. *North Carolina Historical Review*, X (1933), 294.

Roberti, late professor of the French and Italian languages at Yale College and several Female colleges in the City of New Haven, has taken up residence in this city for the purpose of pursuing his profession..." Roberti, like so many of the college language instructors of those days, had been selected for the Yale post from the ranks of the private teachers and like them was given a lean stipend which was supplemented by extra-mural teaching. How long he had been in New Haven before his first Yale period (1842-44) we have no means of knowing. The period of his second tenure was from 1847 to 1857. Despite the fact that the private schools in which he taught are not identified, they must have been no fewer than six or seven. Hence there is warrant to add at least six for these two periods to our Connecticut total, among them Mr. and Mrs. Roberti's Boarding and Day School for Young Ladies (see New Haven *Palladium* for Sept. 21, 1847).

Since J.G. Huber, teacher of modern languages at the Preparatory School in Middletown also instructed in Italian at Wesleyan, it would be logical to assume that he likewise made it available at the middle school establishment (see New York *Spectator,* Mar. 31, 1836).

The Rectory Boarding School, a family boarding school for boys, was located at Hamden. Through various advertisements in the *Hartford Courant* for 1845 and 1846 it offered its pupils the opportunity to study French and Italian in addition to the regular courses.

The Danbury Institute in Fairfield County was teaching French, Italian, Spanish and German in 1852 as announced in the New York *Observer* for Mar. 25.

At Hartford, Madame de Belem, an English woman, notified the future patrons of her Young Ladies' School that the " modern languages, French and Italian, also music, vocal and instrumental are assiduously cultivated in the family." This was done in the Hartford *Calandar* for Aug. 21, 1852.

Miss Draper's Young Ladies' Seminary is listed in the *Hartford City Directory* for 1857-58 with M'lle Torrachini as teacher of French, Italian and Spanish.

MAINE

There were no catalogs of the Hebron Academy in Hebron printed in the early years of its existence (1804-1850), hence it is impossible to state when Italian was introduced at the institute. However, there are references to the teaching of the language in some of the first printed of its annuals, which are preserved in its archives—1853, 1857, 1863 and 1866. The catalogs of Kents Hill School at Kents Hill are fuller, disclosing that Italian was introduced there in 1836 and that it was taught until 1859. Maine, incidentally, happens to be one of several states from which obtaining information on the study of modern languages in the academies has been a frustrating experience. With extremely few exceptions the only source that is available are the announcements in the newspapers hardly any of which are known to be microfilmed and those that are are non-circulating.

Nevertheless, it has been possible to see a few issues of the Portland *Eastern Argus*. In the series of notices commencing with Aug. 26, 1833 it revealed that at the Female High School in the city directed by James Furbish French, Italian and Spanish were offered at no extra charge. Some years later, the issues for August and September 1839 bring out that Furbish was employed as the modern language instructor (French, Italian and Spanish) at the nearby Westbrook Academy. The advertisement notes that this gentleman was a graduate of the 1825 class at Harvard and that he " has been unusually successful as a teacher of languages in consequence of a new system which he has originated and matured by himself..." The Portland *Transcript* for April 19, 1851, the only year we have been able to see, carried the announcement of the Congress Street Seminary for Young Ladies, which includes the phrase " French, Italian and Spanish if desired."

We should not expect much representation from a frontier region that became a state only in 1820. However, the fact that Italian was doing so well in neighboring New Hampshire and the fact that it was introduced at Bowdoin in 1829, must indicate that Maine had, even in those days, a fair number of secondary schools where it could be studied.

MASSACHUSETTS

Even though tenuous there was a continuation of interest in the study of Italian in Boston and the rest of New England from the time of the establishment of Vaidale's School during the Revolutionary period to the second decade of the new century. One bit of evidence is offered by the advertisement of the French and English Book Store on State St. in the Boston *Mercury* for Oct. 6, 1795 which announced the availability of works of Italian " classical authors." In 1808 we find young George Prescott, the future historian, taking lessons in the language at Dummer's Academy. However the pace quickened perceptibly after the Napoleonic Wars (1815), which, while they lasted, had almost completely cut off travel to the Continent. Shortly thereafter we have noted in an advertisement in the *Columbian Centinel* for July 19, 1818, that the firm of Caleb Bingham & Co., under the heading of " French, Spanish and Italian Books," offered the reading public Dante, the *Orlando furioso, Gerusalemme liberata, Morgante maggiore, Pastor fido, Secchia rapita, Filli di Sciro, Raccolta di novelle, Raccolta di favole, Poesie satiriche, Notti romane* and the works of Monti and Alfieri.

When Mr. and Mrs. Ford advertised their Young Ladies' Day and Boarding School in Boston in the *Columbian Centinel* for Mar. 24, 1821, there is a hint in the wording that the institution had been in existence for at least a year. The advertisement runs as follows: " Mr. and Mrs. Ford having met with the most liberal encouragement and given satisfaction to those parents who have entrusted them with their children presume with more confidence to again draw the attention of the public to the Young Ladies' Day and Boarding School. Mrs. Ford has been for many years accustomed to tuition in the first Noblemen's and Gentlemen's families in the United Kingdom and has studied the most recent and improved methods of education in London and Paris. She has spent nearly two years in France. Besides the usual branches she teaches French, Italian and Music... Mr. Ford assists in the School in the French, Italian and German and Latin Languages..." The school changed its name to Bunker Hill Boarding School for Young Ladies in 1822 (cf. *Centinel,* Feb. 12). In the Washington *National Intelligencer* for July 22, 1828, we read in the notice of that date that at their institution, now the Young Ladies' Boarding School, " Particular pains will be taken to teach pupils to speak the French and Italian languages."

The Fords had a rival in a Mrs. McKeige who announced in the *Centinel* for May 2, 1821—" Mrs. McKeige is induced to acquaint the parents who have applied for vacancies in her seminary that the summer term will commence on Friday June 18th. Young ladies are educated in the following branches: The English, French and Italian languages, music, needlework..." In the same paper for Feb. 25, 1824 we are apprized that " Mrs. Saunders and Miss Beach will continue their Boarding and Day School at No. 63 Orange St... They will if required engage professsors in the Latin, Italian and Spanish languages."

Though Pietro Bachi's appointment as instructor in Italian at Harvard in 1825 naturally enhanced his opportunities to instruct in the private schools, his contacts with them must already have begun soon after he settled down in Boston in 1824. However, the first concrete evidence that we have been able to discover is in the *Courier* notice for Aug. 30, 1827, on Messrs. Berteau and Bradford's School for Young Ladies where it is stated that " Italian is taught by Signior Bachi of Harvard." On Sept. 5, 1829 the Mrs. Curtis Seminary for Young Ladies announced in the *Centinel* that " the Italian language is constantly taught by Signor Bachi." By Nov. 5, 1831 the name had been changed to Mrs. Curtis Boarding School with Bachi still as the instructor. The 1829 *Centinel* also brings out (Sept. 26) that the young Italian was giving lessons at the Elm Hall Seminary. In 1831 he taught at the Young Ladies' High School in Boston according to the *Fourth Annual Catalogue of Teachers and Scholars...,* which is preserved in the Massachusetts State Library, while the Boston *Courier* for Sept. 19, 1832 reveals that he was the teacher of Italian and Spanish at the Boarding School for Young Ladies at 36 Hancock St.

Bachi's teaching career coincided with that of his Harvard colleague in French, François Surault, who like him lent his services to the private schools in order to supplement his meagre college salary of $500. In 1835 he published *An Easy Grammar of the Italian Language For Use of Schools and Colleges* in response to the need for accessible texts created by a rapidly developing interest in the language. It would be foolhardy to claim that he prepared the book merely as an accomodation for others to the exclusion of himself. The very existence of the text and the fact that he regularly taught Italian in Philadelphia later on should provide sufficient evidence to make it certain that he also taught it in several institutions in the Boston area during much of the second quarter of the century.[4]

An institution rather different from the others was Brown's Writing Academy. Its advertisement in the *Courier* for Oct. 8, 1827 states: " If suitable encouragement in given, will be taught the Latin, Greek, French and Italian languages. Lessons given on those most convenient from 7 A.M. to 9 P.M. Private lessons given if more agreeable."

We have not been able to identify the Boston school where Julia Ward [Howe] studied Italian in 1828 or 1829.[5]

Three more Boston Schools included Italian in their notices in the *Centinel*. One was Mrs. M.A. Easton's School for Young Ladies and Misses where, in the issue for Oct. 15, 1828, we find it stated that " the Italian [will be taught] by a native and French by an approved teacher whose pronunciation is Parisian." In the *Centinel* advertisement for Mar. 28, 1829 we learn that the teacher was Miss E.G. Degen " a native of Italy and whose pronunciation of French is approved as Parisian." Miss Degen was still at the Easton school in 1830. Incidentally, three years before the young woman had tutored Harriet Beecher [Stowe] at the Hartford Female Seminary. The second *Centinel* notice, April 18, 1829, has to do with the Academy for Young Ladies run by Mrs. A. and E. Eaton, and the third, April 6, 1830, with the School for Boys on Franklin St.

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[4] This is the first of some half dozen instances where we have deviated from our rigidly documented procedure by giving the name of an instructor of Italian even though the school or language may not be specified. This has been done in cases of native Italians and others—Blaettermann, Kraitsir, Ruger, Michard, Guillet, for example, who are known to have taught the language consistently.

[5] See Richards and Howe: *Julia Ward Howe (1819-1910)*. Boston, 1916, Vol. I, p. 32.

Sauveur Bonfils, who had been in New York and Washington, settled down briefly in Boston in 1829. He had an elaborate prospectus printed in the *Evening Gazette* for April 19 on his Bonfils' Institution for the Education of Young Ladies. As was the pattern later in other schools that he established, Italian came under the French program.

As an inducement to prospective students the Boarding and Day School for Young Ladies claimed in the Boston *Daily Advertiser and Patriot,* May 30, 1832, that French and Italian there were taught " by a highly qualified lady."[6] A new school for Young Ladies next to the Mansion House, conducted by the Misses Dehon, was announced in the *Courier* for Sept. 16, 1833 and Boston *Transcript* for Oct. 2, 1833. Margaret Fuller's private class in Italian while at Bronson Alcott's Temple School in 1837 has been mentioned in another chapter.

In the Boston *Transcript* for Aug. 21, 1839 George S. Parker advertised a school that " will be held under the vestry of the Old South Church..." It was meant for boys not under nine years of age. Mr. Parker further stated that " His residence of two years in Italy and France enables him to offer the advantages of instruction in the respective languages of those countries." Also in the *Transcript* (Sept. 3, 1839) Miss M.A. Collier and Miss E.D. Manning at 145 Court St., announced the opening of a new school where " Instruction will be given in the various English Branches, in the Latin, French, Italian and Spanish languages, also drawing, painting, plain and ornamental needlework." A *Transcript* notice on a School for Boys under the Church in Chauncy Place appeared on Oct. 19, 1840.

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[6] This was evidently Mrs. Marston's Boarding and Day School for Young Ladies which advertised in the *Centinel* for April 11, 1832.

Functioning during the same year was a Private School at No. 2 Temple St. in which Gaetano Lanza taught " languages " (id. Aug. 15). In 1841 The New School for Young Ladies was offering French, Italian and German (id. Aug. 18). Another school that used the word " private " as part of its name was the Private School for Boys at 13 Franklin St., conducted by James H. Wilder. French, Italian, Spanish and German are the languages Mr. Wilder listed in a series of advertisements in the Boston *Semi-Weekly Advertiser* commencing with Jan. 21, 1843. Twenty months later, on Sept. 26, 1844, the Boston *Recorder* made known that Miss Parker's Academy for Young Ladies was teaching French, Italian, Spanish and German.

After resigning from the University of Virginia Charles Kraitsir set up a language school in Boston which he announced in " A Card " in the *Transcript* for Aug. 26, 1846. In the same issue the paper announced Italian at Rev. William Jarvis' School. On Oct. 28, 1847 the language was listed by the School for Young Ladies on Park St. Two days later the Preparatory and High School for Young Ladies informed the public that Rafael Anguera was its " Professor of Spanish and Italian." There is no question but that in the item on the Classical and Commercial School, which appeared on July 27, 1850 and later issues of the *Transcript,* the phrase " courses offered in all the modern languages," included Italian. The Mutual Boarding School offered French, Italian and Latin in its Sept. 4, 1850 announcement.

Worthy of special notice is the Italian Institute directed by Louis Adamoli (ex-private teacher in Baltimore) at which, as stated in the *Transcript* for Aug. 28, 1851, Italian lectures were to be given every Tuesday and Saturday from 7 to 8 p.m. The announcement further made known that " After each lecture, half an hour will be devoted to Italian conversation for the advantage of pupils and all necessary explanations will be given to Ladies and Gentlemen."

When Luigi Monti (ex-Harvard) applied for a teaching position at Columbia College during his period of residence in New York City in the Fall of 1883, his friend, Rev. Wildes, under the date of Nov. 7, wrote a letter of recommendation for him wherein he states that he had become acquainted with him some thirty years before when he, Wildes, was Supervisor of the Episcopal School for Young Ladies in Boston, and adds that he then appointed him as instructor in the Italian language and literature at the institute. « While retaining his many pupils there and in the private circles in Boston," Rev. Wildes adds that he became « one of the most popular and successful lecturers at the University."[7] Incidentally, Monti taught Italian in a private school at Hyannis in 1850.

Between 1854 and 1859 the following Boston schools mentioned Italian in their *Transcript* announcements—The Misses Haughton's School for Young Ladies (Aug. 9, 1854); Mrs. Haskins' Young Ladies School at which G.B. Fontana was the teacher (Aug. 19, 1854); Bradford School for Young Ladies in Pemberton Square (Aug. 22, 1854); Miss Wilby's Young Ladies' School (Aug. 3, 1855); School for Young Ladies in the Thorndike Building (Sept. 11, 1855); Chestnut St. School for Young Ladies (July 2, 1856); Mercantile Academy (Sept. 9, 1856); Mrs. Lincoln F. Emerson's School for Young Ladies (July 18, 1857); Chapman Hall School for Boys and Girls (Aug. 18, 1857); Temple Place School for Young Ladies (July 2, 1858); Young Ladies' School for Classical and Modern Languages in charge of Gaetano Lanza (Sept. 8, 1858); Mr. Francis Williams' School for Young Ladies (Oct. 2, 1858); and Miss A.R. Curtis' School for Young Ladies (Aug. 31, 1859).

Demand for Italian during the same period is also in evidence in other parts of the state. In Northampton it was taught in 1824 by Donato Gherardi at the famous Round Hill School founded by Bancroft (Gherardi's brother-in-law) and his friend, J.G. Cogswell. After Gherardi's departure for New Orleans in 1827 the language was probably handled by Bancroft or Cogswell, either of whom was perfectly capable of imparting instruction in it. In the Washington *National Intelligencer* (Spring numbers for 1830) the institution's language offerings are stated in terms of the « Modern Languages."

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[7] See H.R. Marraro, « Pioneer Italian Teachers of Italian... » op. cit., 577.

In a notice printed in the *Centinel* for Aug. 14, 1824 we are informed that the study of Italian could be pursued together with French and Spanish at the Bristol Academy in Taunton. The Boston *Recorder* for April 13, 1827 lists it at Miss Upham's School for Young Ladies in Belleville. In Charlestown the Ursuline Community at Mt. Benedict gave notice in the *Centinel* that it would provide instruction in Italian and Spanish " if required " (Jan. Feb., 1828). At the end of the following month, Mar. 29, the same paper announced that Italian was available at the Miss Prescott's Female Seminary at Groton. The Female Academy at Oatsville near the Newbury Port Turnpike, used the *Recorder* for April 9, 1829 for its notice. Besides the fact that it, too, taught Italian, it is interesting to note that the School for Young Ladies at Dorchester Heights, a Protestant insitution, proclaimed in its advertisement that it was following the pattern of the Charlestown Convent (*Recorder,* April 6, 1831). Another school that apparently introduced the study of the language during the same year was the English and Classical School at West Newton (*Recorder,* June. 3) The Boarding School for Young Ladies at Jamaica Plain, Roxbury, made use of the advertising facilities of the *National Intelligencer* for Oct. 10, 1832. Five years later the identical notice, with Italian still listed, was repeated in the *Providence Daily Journal.* In 1833 the language was offered at the Newtonian Institute, Newbury Port, according to the Boston *Courier* for March-April 1833. On March 28th of that year the *Courier* listed Latin, French and Italian at the Worcester Female Seminary. We may add here the name of another Worcester school, the Boarding and Day School for Young Ladies, which advertised the same languages in the Boston *Post* for Sept. 8, 1845. A third Worcester establishment, Mr. Blake's School for Young Ladies, used the Worcester *Daily Spy* for its notice (Aug. 30, 1849).

Monson Academy came out with its Italian announcement in 1834 (*Recorder,* Nov. 28); the Pittsfield Seminary for Young Ladies taught French and Italian in 1835 (New York *Observer,* Mar. 31). In 1836 we find it and French at the Young Ladies' School in Groton (Lowell *Courier,* Jan. 5) and with French, German and Spanish at the Billerica Academy (id., Mar. 1). In

1837 Italian was in an announcement of the Leicester Academy (New York *Observer*, Feb. 18), as well as in one placed by the Fuller Academy in West Newton (*Recorder*, May 3), and in another placed by the Amherst Academy (id., Aug. 3). 1837 was the year when Antonio Gallenga (Luigi Mariotti) functioned briefly as " Professor of Modern Languages " at the Harvard Young Ladies' Academy in Cambridge. In 1840 courses in Italian could be pursued at the Young Ladies' School in Newburyport (*Recorder*, April 3), and, during the same year, at the Boarding School for Young Ladies in Cambridge under Gaetano Lanza (Boston *Liberator*, May 15). The language was available at the Friends Academy in New Bedford in 1841 according to the catalog in the New Hampshire Historical Society. During this year students at Woodson's School for Young Ladies in Lowell could choose Latin, French, Italian or Spanish (Lowell *Courier*, April 25). It was also in 1841 that Miss Frances Avery taught French, Italian and Botany at the Physiological Seminary at Davers' Plains near Salem (*Recorder*, Mar. 12). Information coming directly from Abbot Academy in Andover reveals that from 1842 to 1852 Italian was taught there by its principal, Rev. Asa Farwell. In the Boston *Semi-Weekly Advertiser* for Mar. 26, 1842, the Family School at Framingham disclosed that " The Latin, Greek, French and Italian languages and the higher branches of the mathematics may be pursued without extra charge." Through the *Transcript* for Oct. 8 of the year just cited, we learn about Italian at the School for Young Ladies conducted at Cambridge by the Misses Wells " assisted by their father." It was available at the Holliston Academy (Boston *Emancipator and Weekly Chronicle*, Aug. 21, 1844), and in 1845 at the Newton Female Academy in Newton Centre (id., Mar. 16). The Lasall Seminary catalogs in the Lasall Junior College Library at Auburndale bring out that the language regularly appeared there for a number of years commencing with its founding date, 1851. At the Young Ladies' Institute in Pittsfield Mons. Victor Richard was teacher of French, Italian and German (New York *Independent*, Feb. 24, 1853). Gaetano Lanza was employed as teacher of Italian and Spanish at the Boarding and Day School for Young Ladies in Brookline (*Transcript*, Aug. 24, 1853).

Incidentally, the same paper brings out that he was replaced by Luigi Monti in 1857 (see Aug. 27 issue). Mr. Lanza was also connected with the Mystic Hall Seminary for Young Women in West Medford as teacher of Italian, Spanish and German (*Transcript*, July 23, 1855), as well as teacher of the same three languages in the West Medford School for Young Ladies (see *National Intelligencer*, Sept. 15, 22, 27, 1855).

In 1854 students had the opportunity to learn Italian at Rev. Stickney's English and Classical School in Lowell (Lowell *Daily Journal and Courier*, Aug. 22), in 1859 at the Lenox Academy, Berkshire County, Western Massachusetts (Albany *Journal*, Dec. 29), and at Mrs. Comegy's English and French Boarding School in Cambridge (*Transcript*, Oct. 3). Mrs. Comegy, we may add, is doubtless the same person who had conducted a school at Bladensburg, Md. some years before.

In the permanent collection of the Westfield Athenaeum there is a manuscript paper on "The History of Westfield Academy," written by Thomas J. Abernethy, a former principal at the institution. It contains the following statement: "... in 1858 the Westfield Academy was reopened for what promised to be its most flourishing period... For young ladies, special courses in music, drawing and painting were offered, and ladies were also allowed to pursue the classics in the regular classes in that department. Spanish and Italian were to be offered if the demand was sufficient."

NEW HAMPSHIRE

The New Hampshire Historical Society at Concord is one of the very few libraries that has made a serious effort to preserve the catalogs of its secondary institutions. About seventy of them are from schools which were operating in the state between 1840 and 1860 and of these eighteen or more than one fourth were offering Italian, namely: Contoocook Academy, Exeter Female Academy, Franklin Academy, Gilmanton Academy, Hampton Academy, Hopkinton Academy, Literary and Scientific Institution (Hancock), Kingston Academy, New England Christian Literary Institute (Andover), New Hampton Literary and Biblical

Institution (New Ipswich), Appleton Academy, The Academical Institution (New London), Oxford Musical Institute and Academy of Modern Languages, Orford Academy, People's Literary Institute and Gymnasium (Pembroke), Pittsfield Academy, Sanborton Academy, New Hampshire Conference Seminary (Northfield, now Tilton School), Tubb's Union Academy (Washington), Union Academy (Durham).

Incidentally, the name of The Academical Institution was changed in 1854 to The New London Literary and Scientific Institution. Italian had been introduced there in 1841 and continued to be listed in the curriculum section of its catalogs through 1867. As for the New Hampshire Conference Seminary, we have learned from its catalogs that it was taught there from 1845 through 1872.

From the *New Hampshire Patriot and State Gazette* it has been possible to add seven more items to our list, namely, Mrs. Fletcher's Ladies' School in Concord (Dec. 9, 1833); Franklin Seminary of Literature and Science in Newfield's Village, New Market (July 28, 1834); Woodman's Sanborton Academy (May 18, 1840); Holmes' Plymouth Academy (Oct. 23, 1843); and Pembroke Academy (Oct. 9, 1846); the Young Ladies' Boarding School in Concord (Feb. 25, 1852); and the Female Seminary in North Hampton (Mar. 21, 1852). Two Portsmouth institutions advertised Italian in the Portsmouth *Journal*, the School for Young Ladies on Aug. 30, 1856, and Mrs. Spalding's School on Aug. 29, 1857. Among the Boston *Recorder* notices that concern us we have discovered two others, the Adams Female Academy at Derry (Mar. 19, 1829) and the Young Ladies' School at Keene (April 26, 1833). We are uncertain as to whether another Keene institution, which advertised in the Boston *New England Galaxy* for April 15, 1827 is identical with the establishment just mentioned.

RHODE ISLAND

After his first trip to Europe (1827-30) G.W. Greene taught in a "classical" school in Providence. This unidentifed institution may have offered regular courses in the modern languages, but even if it had not we can be certain that Greene taught French and Italian as extra-curricular subjects. We know that he very much wanted to become a professor of modern languages like his friend Longfellow at Bowdoin, but this ambition did not materialize at the moment. For this reason he left the United States in 1835 with the intention of remaining permanently in Italy, the home of his wife's parents. He was, however, able to realize his ambition by becoming an instructor in Italian at Brown University between 1848 and 1852.[8]

Margaret Fuller, as has been noted, had a private class in Italian at Bronson Alcott's Temple School in Boston in 1836-37. In view of her ardent love for Italy we do not feel that she would abruply cast aside the language in 1837 when she transferred briefly to the Green St. School in Providence then offering " modern languages " according to an announcement in the Providence *Daily Journal* for that year.

William Howe Tolman in his *History of Higher Education in Rhode Island* (Washington, D.C., 1894) adds two schools in other parts of the state, the Kent Academy in East Greenwich, where he notes that Italian was offered in 1840 and the Smithville Seminary (later Lapham Institute) where it was offered in 1845. However, both dates should be changed since the Rhode Island *Country Journal* brings out that the language was already taught at Kent in 1833 and at Smithfield in 1843. Mr. Tolman further tells us that between 1789 and 1845 as many as nineteen institutions received charters from the Assembly (op. cit. 35). There were, of course, a number of unchartered schools that were functioning contemporaneously. Nevertheless, the small Tolman figure plus the paucity of educational announcements in the papers reveal that the number of private institutions must have been limited.

VERMONT

Like its neighboring New Hampshire Historical Society, the Vermont Historical Society at Montpelier has fortunately preserved many of the catalogs of its middle schools. These indicate that between 1840 and 1860 Italian was available in the following academies and seminaries: Chester Academy, Derby Academy, New Hampton Institute at Fairfax, Brandon Seminary, Black River Academy at Ludlow, Middlebury Female Academy, People's Academy at Morrisville, Newbury Seminary, West Randolph Academy, Saxton's River Seminary, Springfield Wesleyan Seminary, Thetford Academy, Leland and Gray Seminary at Townshend and Westminster Seminary. Thanks to catalogs for 1838, 1842-50, 1859-68 in the Green Mountain College at Poultney, we can also add Italian at its parent school, the Troy Conference Academy. Evidently, the founding year of the college saw the tail-end of a fashionable trend. Obviously, there must have been a number of other Vermont schools offering the language in the twenties and early thirties. Token proof of this can be found in the announcement of the Norwich High School in the *New Hampshire Patriot and State Gazette* for Dec. 9, 1833.

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[8] For a fuller account see Prof. Fred C. Harrison's Univ. of Washington doctoral dissertation on Greene.

MIDDLE STATES

DELAWARE

From what can be gathered from Margaret Loretta Kane's unpublished University of Pennsylvania thesis (1947), *The Development of Secondary Education in Delaware Before 1900*, the spread of private schools in Delaware was unusually thin during our period, in fact, there were only fourteen chartered schools registered between 1769 and 1857.

Among the few institutions that offered Italian were The Select School for Boys in Wilmington conducted by the Reverend H. Adams, Rector of Trinity Church (New York *Churchman*, Mar. 24, 1838), and the Wesleyan Female College Institute at Wilmington. The catalogs in the University of Delaware Library show that it was taught in the latter establishment from 1838 through 1854.

The Philadelphia *National Gazette and Literary Register* for Nov. 10, 1832 perhaps provides the earliest record on the teaching of Italian in the state. This was at the Wilmington Boarding School. The Newark Female Seminary announced in the *Delaware Gazette* for Sept. 3, 1841 that " The French, Spanish and Italian languages will be taught by the professor of modern languages in Newark College " (now the University of Delaware). We may add here the name of Delaware Female College (Wilmington [?]) where, according to the announcements carried by the *Presbyterian of the West* for Oct. 1854, Vincent Mennelli, " from Florence " was engaged as " Professor of instrumental and vocal music, French and Italian.[9]

MARYLAND

P.C. Potts in *Secondary Education in Maryland Before 1800*, a book published in 1930 makes the general statement that Italian was taught in the Maryland schools prior to 1800. We do not have the names of these institutions. On the other hand, we can supply the names of quite a number of schools from 1809 on. For example, from the Baltimore *Whig* for Aug. 22, 1809), we have learned that Mrs. Groombridge had established a Columbia Academy in the city. No languages are specified in the notice, but since Mrs. Groombridge had stressed Italian in her former school in Philadelphia and since " Italian Singing " is emphasized in other *Whig* notices, it is certain that instruction in the Italian language was a part of its curriculum. Greek, Latin, French, Italian and Spanish were taught in the Classical and English Academy, also in Baltimore, run by M. Power (see Baltimore *Morning Chronicle and Advertiser* for Sept. 16, 1822. Information on eight institutions comes from the Washington *National Intelligencer* while six were found in the Baltimore *Sun*. Those that we have picked up from the *Intelligencer* are the following: Frederick Academy (Oct. 3, 1827);[10] Cedar Park Academy (July 26, 1832);[11] Miss Mercer's Boarding School at Belmont, which removed there from Loudon County, Va. (May 21, 1837); Rock Hill Mathematical Classical and Esthetical Select Academy and Boarding School at Ellicott's Mills in which Prof. Kraitsir, later at the University of Virginia and other academies was one of the teachers (Sept. 3, 1837); Mrs. Archer's Academy for Young Ladies in Baltimore (July 23, 1840); Rockville Institute in Montgomery County (Aug. 20, 1842); Landon Female Academy in Frederick County (Sept. 4, 1845); Collegiate Institute for Young Ladies in Baltimore (Sept. 28, 1846); Mrs. Comegy's Boarding School for Young Ladies in Bladensburg (Sept. 2, 1847); Charlotte Hall in Annapolis (Aug. 15, 1849). Those that we have gathered from the *Sun* are: Young Ladies' Academy of the Visitation in Baltimore (Aug. 18 ,1847); Forest School: Preparatory and Classical Boarding School for Boys at Owlings Mills (Sept. 4, 1851); Trinity School for Young Ladies in Baltimore (Aug. 28, 1852); St. Joseph's Academy near Emmitsburg (July 13, 1853): The Misses Gamber's Select School for Young Ladies in Baltimore (Aug. 29, 1853); and Frederick Academy of the B.V.M. (Aug. 20, 1856). In their notice in the Philadelphia *United States Gazette* for Sept. 1, 1841 the directors of the Academy for Young Ladies, Mr. and Mrs. Davidge, made the statement: " The Italian, Spanish and German languages will be taught by Professors of long established reputation. Also in the *Gazette* (Aug. 29, 1843) is an advertisement on the Young

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[9] Several institutions called " college," like this one, and others called " college institute " or " collegiate institute " are going to be included in our secondary school list from here on. It should be kept in mind that we are dealing with an overlapping type of school system as opposed to the vertical type prevailing today. In many cases primary, secondary and college-level courses were available in the same school. In many instruction can hardly be said to have been of high quality. On the other hand, there are likewise many instances in which academies competed with and were even better than the so-called colleges. A famous example is the Greenfield Hill Academy. C.E. Cunningham in his biography of its director: *Timothy Dwight* (New York, 1942, 73) has written: " Students from that institution Yale shifted to Greenfield to be under his instruction... and he did his best to make them superior in scholarship to those who remained at New Haven."

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[10] Italian was still taught in this school in 1853 as revealed by the *Metropolitan Catholic Almanac* for that year.

[11] Cedar Park also ran an ad in the Philadelphia *National Gazette and Literary Register* for Sept. 11, 1832.

Ladies' School of Visitation in Baltimore. The Richmond *Enquirer* provides two notices, The Franklin Institute of Baltimore (Sept. 23, 1843), and Mr. and Mrs. Cary's School, 14 miles from Baltimore (Aug. 7, 1841). In the issue for Aug. 12, 1842 the latter institution appeared as Mrs. Cary's Country School for Young Ladies and Paul Pioda, who had been at the Miss E.A. Thurston's School in Orange Court, Va., is listed as teacher of French, German and Italian. Later he taught at Benicia in California and still later became the first Professor of Modern Languages at the University of California. An early announcement on the availability of Italian in the state as an academy subject appeared in the Aug. 13, 1820 issue of the *Federal Gazette and Baltimore Daily Advertiser*. It concerns Dr. Barry's Select Tuition School for Young Ladies. The name of the Misses Maxwell's School in Baltimore is furnished by the Charleston, S.C. *Courier* (April 3, 1844). In 1837 the *Catholic Almanac* announced French, Italian and Spanish at The Misses Cottringer's Seminary for Young Ladies and, in the same year, The Misses McNally's Seminary for Young Ladies. On the latter school we read: The course of instruction will comprise French, Italian, Music, Piano, Harp, Drawing, Embroidery, Fancy Work and Tapestry, History, Belles Lettres, Geography and Daily composition in French. The Misses McNally neither require nor employ any language outside of their family, the use of another language than French and Italian is thus effectually excluded." Through the 1849 annual we learn that Italian was offered at St. John's Literary Institute, while through the 1853 *Metropolitan Catholic Almanac* we are informed on the offering of the language at Mount De Salle Academy, near Catonville, five miles west of Baltimore.

NEW JERSEY

An early New Jersey academy offering of Italian is registered in the 1829 catalog of The Lawrenceville School in Lawrenceville. Catalogs in the New Jersey Historical Society at Newark show that the language was taught in 1847 at Burlington College, an Episcopal school for men with preparatory and collegiate branches, and in 1852 at the West Jersey Collegiate School near Mount Holly. For St. Mary's Hall, an Episcopal school for girls, also located at Burlington, we have a brochure by Helen Louise Shaw: *The First Hundred Years of St. Mary's Hall on the Delaware: a Century of Private School Education for Young Women Under the American Episcopal Church: 1837-1957* (Yardly, Pa., 1936), which informs us that instruction in Italian was inaugurated there in 1845, and that the language was among the basic courses that appear in the catalogs for the next thirty years. We likewise learn that its principal, Bishop Doane, added to the rudimentary course, a course of two years' duration " designed to fit one to teach or to do advance work " (p. 17). This was a unique innovation for the time. In Italian literature the first year dealt with Tasso and the second with Dante.

The following names of other New Jersey schools teaching Italian appear in various newspaper announcements: Lawrenceville High School (*National Intelligencer*, May 11, 1830); Jersey City Boarding and Day School (New York *Churchman*, April 16, 1831); Nassau Hall in Princeton with Benedict Jaeger, professor at the University, listed as teacher of German and Italian (Richmond *Enquirer*, Oct. 11, 1833); Private School for Boys at Burlington conducted by Mrs. Emory (*Churchman*, Sept. 21, 1837); The Female Boarding School at Perth Amboy (New York *Observer*, April 28, 1838); The Female Seminary at Sparta in Sussex County (id. April 13, 1838); Miss L. Mann's Boarding School for Young Ladies at Morristown (id. April 28, 1838); The Female Academy at Rahway, Essex County (id. Feb. 23, 1839); The Misses Udell's Boarding School for Young Ladies at Princeton (id. Mar 28, 1840); The Boarding School for Boys for Boys at Morristown where Italian was taught by a Mr. Luna (*Intelligencer*, May 11, 1844); The Missess Bucknall's Newark Institute. Boarding and Day School for Young Ladies (*Intelligencer*, Nov. 24, 1849).

After specifying French in its notice the Boarding and Day School for Young Ladies in Orange added that " If required the other foreign languages and drawing will be taught at the usual rates (Orange *Journal*, Sept. 4, 1858). Since this instruction was obviously on a tutorial basis, there is a strong likelihood that a few students asked for Italian lessons.

There is a broadside in the Rutgers University Library showing that the subject was present in the Pennington Female Institute at Pennington, near Trenton, in 1847, while a Pennington advertisement in the Trenton *True American* for Aug. 30, 1853 serves as an indication of a continuance of interest in the language.

NEW YORK

The Manhattan Academy for Young Men established by Lorenzo Da Ponte in New York City in 1808, and the Manhattan Academy for Young Women established concurrently by his wife, flourished for some years. In his *Della lingua e della letteratura italiana* in New York, published in 1827, Da Ponte speaks of eight schools which he calls « seminarij d'educazione » in which he himself taught for nine years, one of which was conducted by a Signora O'Kell. In the same monograph he introduces a letter in Italian by one of his students written to a « Damigella Garnet » with a note in which he says of her: « Questa brava Damigella introdusse nel collegio di suo padre la lingua italiana che imparò da sè stessa » (68). We have already referred to Ann Da Ponte's Boarding House (1821-40). After Mrs. Da Ponte's death it continued under the direction of Cornelia Durant-Da Ponte, wife of her son, Lorenzo L.

One New York City educational establishment, the Normal and Polytechnic School for Languages and Practical Knowledge, run by F. De Gelone, advertised Italian in the *Commercial Advertiser* for Oct. 31, 1820. In 1821, the Milton Seminary listed the language in its announcement in the *American* for Jan. 6. The following year Mr. and Mrs. Bonfils started their Young Ladies' Boarding School (*American*, May 14). Though the name was soon changed into English and French Seminary (id. Sept.

24), instruction in Italian was given in both. We see Prof. Bonfils later in Washington, D.C., the University of Alabama and elsewhere.

Other establishments that advertised Italian in the *American* were Union Hill, Jamaica, L.I. (Oct. 2, Mrs. Putnam's Academy for Young Ladies (May 14, 1826); Mr. Siflet's Institute for Young Gentlemen (Jan. 3, 1829); Mrs. Lambert's Academy (April 8, 1829); Christ Church Academy at North Hempstead (May 23, 1829); Mrs. Thompson's Institute (Mar. 3, 1831); Madame G. Witel's French Day School for Young Ladies (April 7, 1831); John D. Ogilby's Collegiate School (April 6, 1831); Rev. J.W. Curtis' and Mr. Libolt's English, French and Classical Institute (May 6, 1832); the School for Young Gentlemen with Antonio Martino listed as the teacher (Sept. 11, 1832); Mrs. Gibson and Daughters (May 4, 1836).

Five more academies chose to place their notices in the New York *Spectator,* namely, Miss Gilbert's Young Ladies' Boarding School which stated that teachers " in the highest repute would be employed for French, Italian and Spanish " (Sept. 1, 1829); the La Fayette Institute which declared that " the most experienced teachers in the French, Spanish and Italian languages are also engaged " (Mar. 14, 1833); the Select Boarding and Day School (Sept. 2, 1833), and, out of New York City, the Troy Episcopal Institute for the Education of Young Gentlemen in charge of the Rev. Alva Bennett (Oct. 1, 1838). In the New York *Evening Star* for Mar. 31, 1836 we have noted the listing of Italian on the part of the Collegiate School, 160 Canal Street, with A. Pestiaux as the instructor, and, in the Feb. 20, 1838 issue, the offering of the language together with French, German and Latin at Mrs. Inglis' Boarding School for Young Ladies located in New Brighton, Staten Island.

From 1827 to the year of his return to Italy in 1848, the Marquis of Santangelo, a good friend of Lorenzo Da Ponte, better known as Orazio De Attellis, conducted several private schools with Italian personally taught by him.[12] One *American* advertisement for Mar. 24, 1831 informs us of a Private Literary Institution which he had established, while the April 26 issue of the paper gave notice of the opening of an ambitiously labelled " Foreign College " conducted by the Marquis and his " associates." In 1830 he and his wife conducted Mr. and Mrs. Santangelo's Study (New York *Evening Herald*, April 9). Likewise in operation during the following year was the Ladies' Morning School run by Mrs. Santangelo (*American*, Aug. 26).

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[12] For additional information on the Marquis see H.R. Marraro, " Pioneer Italian Teachers..." op. cit., 558-62.

Five city establishments offering the language chose the New York *Churchman* as their advertising medium: Mrs. John H. Greene and Daughters (Aug. 24, 1833); Miss Calhoun's Select Seminary for Young Ladies (April 20, 1836); Mrs. Newton and Daughters (May 14, 1836); Trinity School (Jan. 12, 1839); Mrs Michaels' Boarding School for Young Ladies (July 20, 1844).

To these we can also add the following: The Junior Mechanics Institute which offered Latin, Greek, French, Spanish and Italian (New York *Sentinel*, Jan. 3, 1832), and the Cole and Carman Academy which offered instruction in " Bookkeeping, Penmanship and in the French, Italian and Latin languages (*New York Transcript*, Dec. 19, 1835).

In the course of our perusal of the New York *Observer*, we have found that in 1840, 1841, 1848 and 1851, four academies specifically designated Italian in their first and second term announcements as one of the modern foreign languages which students enrolled in them might study should they be so inclined. They were: the Hudson Seminary for Young Ladies, in charge of the Reverend Ward Stafford (May 2, 1840); the Young Ladies' Institute, under the direction of the Misses Havens (Oct. 8, 1841); Miss Bailey's Boarding School for Young Ladies (March 27, 1847); and, lastly, Mrs. Hunter's School for Young Ladies (August 21, 1851), which noted, as an added attraction, that " An accomplished Italian Gentleman has charge of his own language." Another school, that evidently catered to out-of-state students, placed its advertisement in the Washington *National Intelligencer* for March 30, 1848. It was conducted by the Reverend Hanry Dana Ward, its rector, who was " assisted by Mrs. Ward and by a resident Parisian governess and also by Italian, German and Spanish ladies to accustom his pupils to converse with propriety in these languages." In the New York *Daily Tribune* (Oct. 11, 1852), Mr. John MacMullen gave notice on the opening of a new School for Boys at No. 34 Bowery at which French, Italian, German and Spanish could be studied. In the *Tribune* for Sept. 8, 1856 and the New York *Times* for Sept. 4, 1856 J. De Launay announced the opening of his school with classes in French, Italian, Spanish etc. German and Italian were listed at Madame Vander Weyde's Young Ladies' Institute (*Times,* Sept. 3, 1856). The *Catholic Almanac* for 1842 printed the prospectus of the Young Ladies' Academy under the Ladies of the Sacred Heart, in 1848 the one for the Convent of the Sacred Heart near Manhattanville — Italian, Spanish and German, " extras " — and, in 1849, the prospectus of the Sacred Heart Academy, which must have been a branch of the Convent. In a notice in the New York *Methodist* for Sept. 20, 1860, repeated in the issue of the 22nd, we read that in the [Rev. D.C.] Van Norman Institute. An English and French Boarding School for Young Ladies " The ablest masters are employed for French Italian, German, Pianoforte, Harp and other accomplishments." The institute must have been operating successfully for several years to be able to advertise on a nation-wide scale as seems to be indicated by the series of ads run in the Chicago *Press Tribune* for Sept. 1859. The name of the private school in which C.F. Secchi de' Casali, founder and editor of the *Eco d'Italia,* taught Italian, French and other subjects in 1845 and 1846 has not been revealed.[14]

It should be obvious that not one of the establishments already mentioned was a chartered Institution. For such a list we turn for our data to the *Annual Reports of the Regents of the State University of New York to the Legislature* which began in 1826 and terminated in 1904. By means of these *Reports* it has been possible to assemble an imposing catalog of educational institutions offering Italian throughout the Empire State between

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[14] See G. Schiavo: *Four Centuries of Italian American History,* op. cit. 266. Schiavo derived his information from the *Eco,* June 28-29, 1883.

1828 and 1860, which has saved us scores of hours of labor. In alphabetical order the following are the names listed: Albany Female Academy (now Albany Academy for Girls), Alfred Academy, Amenia Seminary in Dutchess County, Angelica Academy, Brooklyn Collegiate Institute for Young Women, Canajoharie Academy, Cherry Valley Female Academy, Clarkson Academy, Cooperstown Seminary, Delaware Academy, De Ruyter Institute, Ellington Academy, Fairfield Academy, Glens Falls Academy, Gouverneur Wesleyan Seminary, Hamilton Academy, Keesville Academy, Kinderhood Academy, Manlius Academy, Mayville Academy, Middlebury Academy, Monroe Academy, New York Conference Seminary, Nunda Literary Institute, Oneida Conference Seminary, Ontario Female Academy, Oswego Academy, Oxford Academy, Phipps Union Female Seminary, Pompey Academy, Rensselaer-Oswego Academy, Rensslaerville Academy, Rochester Collegiate Institute, Rushford Academy, Rutgers Female Institute, S.S. Seward Institute, the Troy Academy (now Emma Willard School), Union Literary Society, Utica Academy, Vernon Academy, Yates Polytechnic Institute. No attempt has been made to trace the life-span of Italian in these schools. It was short in some instances but in others it lasted for a fair number of years, for example, from 1855 to 1874 at the Albany Female Academy, from 1843 to 1860 and beyond at the Alfred Academy, from 1837 to 1870 at the Troy Female Academy.[13]

Among the schools teaching Italian outside of New York City the following are mentioned in the *Observer*: The Boarding School at Rye (Feb. 4, 1832); Pougheepsie Female Academy (April 14, 1838); Alfred Clapp's Boarding School for Young Ladies in Brooklyn (Mar. 27, 1847); Seminary Hill Academy in Newburgh (April 28, 1849); John Alzamora's French Boarding

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[13] Bagster-Collins in his *History of Modern Language Teaching in the U.S.*, op. cit., 14, without specifying any of the names of the schools, notes that there were four Academies teaching Italian in the state in 1835, which rose to fifteen in 1855. He is evidently referring to chartered schools but even so our list shows that his mention of the figure fifteen is a gross miscalculation.

School also in Newburgh (April 16, 1850); New York Conference Seminary in Charlotteville (Aug. 25, 1853); and Fort Plain Seminary (Sept. 29, 1853). Erasmus Hall Academy in Flatbush, L.I. made its announcement in the *Commerical Advertiser* for Oct. 31, 1820, while Miss Gibbs' Female Boarding School in Hyde Park used the *American* for April 14, 1821 as its medium.

In the Albany *Evening Journal* notices three secondary schools in the city included the language: Albany Female Institute (April 28, 1832); Albany Select Family School (July 19, 1839); and Galway's Ladies' Seminary (Aug. 13, 1851). Two more which also advertised in the *Journal* were the Claverack and and Hudson River Institute (Aug. 7, 1854) and the Princeton Academy Seminary in Schenectady County (Aug. 22, 1854).

In the Troy *Budget* for May 6, 1836 The Practical School announced the teaching of French, Italian and Spanish during its summer session. Another summer session advertisement, one dealing with Mrs. Mark Cann's School at Ballston Spa, is printed in the same paper for May 2, 1837.

In 1839 the *Catholic Almanac* reproduced the prospectus of St. Vincent of Paul's Seminary in Lafargeville, Jefferson County, which included French, Italian, German and Spanish. In 1847 Mrs. Vreedenburgh's Boarding and Day School for Young Ladies at New Brighton, Staten Island, placed a notice in the New Orleans *Picayune* (Aug. 31) that contains the statement: " The terms for French, Italian, Spanish, Drawing and Dancing will be regulated by the Professors employed." Another prospectus on the Buffalo Academy for Young Ladies appears in the 1851 *Metropolitan Catholic Almanac*—Italian, German and Spanish " extras."

PENNSYLVANIA

Because of its readier accessibility in the newspaper announcements of the time most of our data on the teaching of Italian in Pennsylvania pertains to Philadelphia. It is there that we have found our first Pennsylvania educational establishment teaching the language. This is Mrs. Groombridge's Columbia Boarding and Day School for Young Ladies. Its announcement in the Philadelphia *Gazette and Daily Advertiser* for Nov. 20, 1800 (one of a long series of repeated notices) reads in part: " the following branches or any of them separately may be agreed for as most agreeable: the English, French and Italian languages grammatically, writing..." The school was already in existence in 1797 as revealed by a bit of publicity in another Philadelphia paper, the *Aurora. General Advertiser* for Aug. 25. The courses then taught there are not stated but they must have included Italian. On Sept. 27, 1804 the *Gazette* printed the following on Mrs. Mallon's Academy: " This Academy is and always has been supplied with the most distinguished teachers from some of the principal cities of Europe," namely Dublin. Edinburgh, Paris, London and Rome. It, too, had been in operation since 1797 and continued at least through 1812. Instruction covered " various branches of a liberal and polished education." The Academy of the United Sciences conducted by Mrs. Ancora announced in *Poulson's American Advertiser* for Sept. 9, 1809 that " French and Italian will be taught if required." A fourth institution which may be placed in the early group is the Franklin Academy in which Francis Varin instructed. In a " thank you " notice in *Poulson's* for April 26, 1826 he made known that he was continuing to teach " the Latin, French, German and Italian languages," as he had done for 13 years past, that is, since 1813. Incidentally, an Academy advertisement in *Poulson's* for Aug. 2, 1820 indicates the offering of French, Italian and Latin but not German.

Among the schools that advertised in the *National Gazette and Literary Register* one of the earliest to give notice on instruction in the language was Mr. Hatt's Boarding School for Young Ladies (Aug. 26, 1822). Some others are the Mrs. and Miss Harte's Boarding and Day Seminary (April 27, 1824); Mr. M. Brown's Boarding and Day School (Aug. 26 1824); Mrs. Brown's Boarding School for Young Ladies (Aug. 31, 1824); Mr. and Mrs. Bazeley's Seminary, where Latin, French and

Italian were taught by " professors of talent in their respective branches..." (Aug. 31, 1824); Mr. Sanderson's Academy (Aug. 28, 1826); J.P. Espy's School of Classical and Scientific Education (Aug. 29, 1826); Mrs. Wood's Establishment for the Education of Young Ladies, where the languages were taught with " the assistance of the most approved masters " (Aug. 28, 1827); the High School Department of The Franklin Institute with Giacomo Sega in charge of French, Spanish and Italian (Aug. 17, 1829); Mrs. Bouchard's Academy for Young Ladies (Aug. 12, 1829); The Philadelphia Lyceum (Sept. 2, 1830); Mrs. L.W. Eyre and L. Burton's Boarding School for Young Ladies (Feb. 16, 1831) and its branch establishment under the name of Mrs. L.W. Eyre and M. Fennell's Boarding School for Young Ladies (Aug. 24, 1831); The Philadelphia High School for Young Ladies (Sept. 19, 1831); Mrs. Sarazin's Boarding and Day School, which announced that " Sr. Mancinelli from Rome will have a class in Italian at Mrs. Sarazin's from 4 till 5 three times a week " (Sept. 6, 1831); the Catholic Seminary at South Fourth St. (July 21, 1832); Mrs. Hugh's English and French School[15] with Mancinelli as the Italian teacher (July 26, 1833); Mrs. Bushey's French and English Boarding School for Young Ladies (Aug. 20, 1833); Mr. and Mrs. Poole's School for Young Ladies (Aug. 26, 1833); and Mrs. Ashmead's Seminary (Aug. 19, 1834); Aug. 10, 1833; Classical and Mathematical School. " For instruction in the modern languages, French, Spanish, Italian and German competent teachers will be procured; " Sept. 1, 1833, Mr. Espy announced the opening of an apparently new school at the Arcade with this P.S. " Signor Mancinelli has been engaged to teach the Italian language through the medium of the French at a small extra charge; " Aug. 27, 1834, Female Academy at No. 2 Old York Road; Sept. 3, 1834, Miss Mandeville opened a School for Young Ladies with Latin, French, Italian among its offerings; Sept. 1, 1834, J. Roberton and N.J. De Soter, principals of a School for Young Ladies, announced that the studies for the Third Class" will include "Mathematics, Bookkeeping, Italian and German."

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[15] Later in Poulson's *American Daily Advertiser* (Sept. 1, 1835), the name of Mrs. Hugh's institution was changed to Boarding and Day School. Mancinelli is also mentioned here as the Italian instructor.

Mr. and Mrs. Picot used the Richmond *Enquirer* (Sept. 20, 1839) to advertise French and Italian at their school.

Through the *United States Gazette* for Aug. 31, 1840, we learn that J.H. Wilder's School for Young Ladies provided instruction in Latin, Greek, French, Italian and Spanish. The *Gazette* also printed at least three more notices relating to Italian—Miss Blundell's Morning Establishment for Young Ladies (Aug. 22, 1842); The Misses Bartlett and Collins School for Young Ladies (Sept. 2, 1843); and the Select Senior School. Female Education (Sept. 2, 1843).

In the *North American and United States Gazette* for Aug. 31, 1847, P.J. Livingston Van Doren (formerly with the Brooklyn Collegiate Institute and from 1831 to 1835 at its branch in Lexington, Ky.) with the assistance of his "Lady" and "Daughter," advertised a Young Ladies' Institute with Italian as one of its courses. An advertisement in the same paper for Oct. 3, 1848 informs us of a Boarding and Day School for Young Ladies at which Dr. Togni was the teacher of the language. In the Sept. 4, 1849 issue the Misses Anable's School listed Latin, Greek, Italian, Spanish and German, and on Sept. 8, 1849, Mons. Richard, "ex-professor from the Academy of Paris" announced classes in French, German and Italian.

In the *National Intelligencer* (Washington, D.C.) for Sept. 27, 1845, a Miss Williams, "native of England" gave notice of the establishment of an English and French Boarding School in Philadelphia with instruction provided also in Italian, German and Spanish. The *Intelligencer* for Aug. 10, 1858 likewise gave notice that the Misses Carpentier's Boarding and Day School for Young Ladies in the same metropolis was ready to impart instruction in Italian, French and German "at professor's prices."

Throughout 1848 and 1849 Mrs. Snow and E.J. Thompson used the *National Era* (Washington, D.C.) to advertise their Boarding and Day School at which Italian, Spanish and German could be studied at $5. per quarter. Evidently, the

Boarding School run by Mrs. Henry Wreaks drew quite a number of its students from the Deep South, which would account for the series of advertisements placed in the New Orleans *Picayune* for 1848, 1849 and 1850. In this institution there was an extra charge for Italian and Spanish.

V.M. in the *Records of the American Catholic Historical Society,* LIX (1848) lists four Catholic schools in the city where Italian was taught between 1833 and 1860—at The Young Ladies French and English Academy in 1833; at St. Paul's English and Classical Academy between 1841 and 1847, at The Boarding School for Young Ladies in Logan Square in 1847; and at St. Joseph's Academy in 1848.

A catalog in the Presbyterian Historical Society in Philadelphia brings out that Italian was available at the Classical and Mathematical Institute of the Presbytery of Philadelphia (1852) under Tito Seron, " Professor of French, Italian and Spanish." The 1854 catalog of the Scientific and Classical Institute in the Pennsylvania Historical Society lists V.D. Amarelli as " Professor of Italian and Spanish language and literature." Another catalog, that of the Quaker City Business College (1863) lists Amarelli as teacher of French, Italian and Spanish. We are not certain whether the Classical and Mathematical Institute (a common school name) is the same as the one cited under 1852. Presumably it was not. At any rate, the advertisement in the *Philadelphia Circulating Directory* for 1838 gives the following curriculum at the institute: " In this school are taught the Latin, Greek, French, Spanish, Italian and German Languages, the Mathematics together with such English branches as are necessary to prepare young men for college or for professional, mechanical or mercantile pursuits."

Inasmuch as in his notice in the *United States Gazette* for Sept. 9, 1846, ex-Yale instructor, Luigi Roberti, gave as his references the names of the directors of the Philadelphia schools in which he had previously taught, namely, Miss Bartlett, Miss Davidson, Miss Lamb, Mrs. Rice and Mrs. Woodruff, and, he added " some others," this should mean that he had been available there for instruction in Italian. Miss Bartlett had, incidentally, been teaching the language in her institution even before Roberti's arrival in the city (cf. *U.S. Gazette,* Sept. 2, 1843). The others either did not place school notices or, as in the cases of Lamb and Rice, did not describe their course offerings. Nevertheless, we can safely add five more schools to our list.

Though not specified, it is likely that Italian was taught at Miss Soffredini's Seminary, which is advertised in the *Philadelphia Directory* for 1842. When the Pantographic Academy told its public that " The course of instruction is very full, including eight languages," (*North American and U.S. Gazette,* Sept. 6, 1852) it would be absurd for anyone to insist that Italian was not one of them.

Our list eloquently attests to a constant and steady flow of interest in Italian in Philadelphia, which lasted well-nigh sixty years.

Insofar as the remainder of the state is concerned, our inventory of schools is meagre due to the inaccessibility of documentary information. However, we do know that the Hamilton Village Institution was teaching Italian and French in 1827. In the notice in the *National Gazette* for May 17th its director, Mrs. Lucretia Sarazin, communicated that she " visited Europe with the express view of preparing herself for the present undertaking. She spent two years in Italy and three in several of the most celebrated seminaries in Paris." Together with French, Spanish and German, Italian was offered at the Bristol High School in 1832 (*National Gazette,* Dec. 6). The West Chester Young Ladies' School was teaching Italian in 1838 (New York *Evening Star,* Aug. 28), and it could be studied in 1840 conjointly with German and French at the Hamiltonville Female Institute (*U.S. Gazette,* June 12). During the same year a Mr. Cattanio was teacher of Modern Languages at Holly Hall High School in Bridesburg (*North American and U.S. Gazette,* Aug. 29). The most impressive prospectus of a Pennylvania academy that we have seen, specifying all the major modern languages along with many other courses, is that of the Select Seminary and Boarding School for Young Ladies at

Chambersburg. It was reproduced in a number of issues of the Bedford *Inquirer* starting with Sept. 4, 1843. The Pittsburgh Female Institute, in its notice in the (Pittsburgh) *Christian Advocate* for Aug. 12, 1846, offered instruction as " extras " in French, Italian, Spanish and German. A catalog of the Strasburg Academy for 1847 in the Presbyterian Historical Society reveals that there " The branches embrace all those of a thorough English education together with the Latin, Greek, French, German and Italian languages." We learn about Italian courses at the Youngstown (Westmorland County) Academy for Young Ladies in the 1847 *Catholic Almanac*. A little later the *Almanac* for 1849 lists the language at the Young Ladies' Academy of St. Francis Xavier near Youngstown, and at Edin Hall near Holmesburg. According to the *National Intelligencer* for April 5, 1848 there were at least two schools in York with Italian as one of their courses, the Boarding School for Boys and, under the same proprietor, the Boarding School for Young Ladies. In 1853 the Bethlehem Boarding School for Young Gentlemen included French, German and Italian among the subjects it taught (cf. *The True American* of Trenton, N.J., Jan. 13). Italian could also be learned at the Boarding and Day School for Young Ladies run by Miss Sproul and Miss Carson (Baltimore *Sun*, Aug. 13, 1859).

James Mulhern in *A History of Secondary Education in Pennsylvania* (Philadelphia, 1933) mentions the language as one of the subjects taught sometime before 1861 in the Freeland Seminary (Montgomery County). In this book, incidentally, Mr. Mulhern cites a Table with two sets of figures on the " Percentage of Seminaries Offering Certain Subjects." In one, under " Modern Languages," p. 428, he finds that out of 126 schools operating between 1750 and 1889, 70% offered French, 30% German, 20% Italian and 17% Spanish. In the second he reports that out of 90 schools operating between 1830 and 1889 French is represented by 82%, German by 42%, Italian by 28% and Spanish by 24%. The periods are arbitarily selected without any attention to educational trends such as the decline of the private schools after the Civil War and the enforcement in the latter part of the century of requirements which favored French and German. Though he does not indicate his sources of information, presumably like most of the other educational historians, he refers only to chartered institutions. Hence he misses or deliberately slights many that never applied for a charter, including the majority in Philadelphia of those which we have cited. Had he specified the schools on which he bases his Table it is certain that no fewer than fifteen out of the twenty-five would represent institutions in Philadelphia and elsewhere in the state that are not included in our list. Inferentially, therefore, we feel justified in adding this figure, 15, to our count. Thus we have 76 plus 15 or 91 schools, a figure which, though still incomplete, brings us somewhat closer to the actual number of offerings.

THE SOUTHERN STATES

ALABAMA

Albert Burton Moore in his chapter on " Education Prior to 1869 " in his *History of Alabama* (University, Ala., 1934) merely mentions that " modern languages " were embraced in the curricula of the secondary schools. Joseph H. Johnson in *The Rise and Growth of the Academy in Alabama Prior to the Civil War,* an unpublished 1925 University of Alabama thesis, is just as vague and laconic. It is clear that when such a list of schools will eventually be compiled, it will have to be drawn primarily from the announcements in the newspapers. To us, at least for the time being, state newspapers in microfilm have not been available through inter-library loans with the exception of short runs of the Mobile *Commercial Register and Patriot* and the *Daily Alabama Journal* (Montgomery). From the first we have gleaned the Suggsville Seminary for Young Ladies conducted by Madame Pilate of London at which French, Italian and Spanish could be studied (Nov. 4, 1836), and from the second the names of the Presbyterian Female College Institute at Talladega (Oct. 21, 1850), and the New Perry St. Female

Academy in Montgomery (Aug. 25, 1852). An entry in the 1839 catalog of the Judson Female Institute in Marion (now Judson College), which is preserved in the Archives and History section of the State of Alabama reads: " French, German and Italian (either or all $20.00." Italian, incidentally, has had a good tradition at the institute, and though there may have been a break or two, it is interesting to find that it continued to be taught through 1884-85. The catalog for that year states: " They [French, German and Italian] do not form part of the regular course, but either of them will be accepted as a substitute for Latin in the requirements for graduation." Prior to moving to Columbia, Tenn. in 1845 The Tennessee Conference Female Institute had operated under another name at Athens, Ala. Since Italian was offered at Columbia, it may well be that it had also been offered at Athens.

Thanks to a report from Mrs. Ella Terrill reference librarian at the University of Alabama Library, we are able to designate two more schools which were offering Italian, the Tuscaloosa Female College in 1860 and the Alabama Central Female Institute (Tuscaloosa), also in 1860.

The first state institution to teach the language is the University of Alabama in 1832. Sauveur Bonfils was its first teacher.

ARKANSAS

It has been an unexpected surprise to find schools teaching Italian in Arkansas in the 50's. During that period the *Arkansas Gazette and Democrat* ran advertisements on four of them—April 12, 1850: Washington Male Seminary at Hempstead whose director, Rev. H.C. Thweatt, listed himself as " Professor of Grecian, Roman, French and Italian literature," Oct. 4, 1850: Little Rock High School. Boarding and Day School for Young Ladies; May 13, 1853: St. Andrews' Boarding and Day Academy at Little Rock,—" Ample provision will be made for instruction in the French and Italian languages and in the Greek and Latin classics; " May 5, 1854: The Misses McAlmont's Academy for

Young Ladies where French and Italian were the only two modern languages offered. In the *Metropolitan Catholic Almanac* for 1852 we note that Italian was taught at St. Mary's Academy, also in Little Rock.

GEORGIA

In Georgia, as in other southern states, there are early indications of interest in Italian. According to Haywood S. Bowden: *Two Hundred Years of Education. Bicentennial: 1733-1933. Savannah, Chatham County, Ga.* (Richmond, Va, 1932), a Mrs. McGwire, in 1827, opened a children's school on Broughton St. He reports that she declares in her advertisement that she is a graduate of the New York Academies and that she will teach Spanish, French and Italian at night. He also notes that Chatham Academy was teaching French, Italian, Spanish and German in 1839, and that a Madame A. Girard conducted in 1847 a Young Ladies' Boarding School which offered music, French, Italian, German and English. The Savannah *Georgian* for Oct. 30, 1841 printed an advertisement of the Polyglot and Classical School listing Latin, English, French, Italian and Spanish among its courses. In the Savannah *Daily Morning News,* Oct. 28, 1855 appears the following notice: " Professor H. Masson will resume today the duties of his office at Chatham Academy, the Public School and at Mrs. Holmes Seminary. His private tuition as also his night classes will begin at the same time." The notice is captioned " French, Spanish and Italian Languages." In addition to Chatham Academy where we already know that Italian had been introduced, it is quite likely that Mr. Masson also taught it in the two other schools either as a regular or as an extra-curricular subject.

At least four schools included Italian in notices they placed in the Columbus *Enquirer*—the School for General Instruction, conducted by Miss Anderson (April 12, 1838); the Americus Female Institute (Jan. 6, 1851); the Columbus High School for Young Ladies (Sept. 16, 1859); and the Cusetta High School for Young Ladies and Gentlemen (Dec. 24, 1859).

The 1854 Catalog of the Greensboro Female Academy, which is in the University of Georgia Library, registers courses in the Italian language and literature. A notice placed in the Charleston, S.C. *Courier* for Sept. 14, 1854 reveals that the Georgia Episcopal Institute at Montpelier, Monroe County, was then teaching French, German, Italian and Latin. In the case of the Lucy Cobb Institute at Athens, the fortunate preservation of a receipted bill for tuition in 1859 discloses the offering of Italian at the time the school opened in 1858. The bill is in the possession of Mrs. James Barrow of Athens.

Finally, the appearance of a review of E. Felix Foresti's *Italian Reader* in the Savannah *Republic* for 1846 constitutes a further bit of evidence of interest in Italian in the Deep South.[16]

KENTUCKY

One Kentucky school item comes from the *Kentucky Reporter* (Lexington), which, on Feb. 19, 1821, carried an advertisement by the Lexington Female Academy to the effect that French, Italian and Spanish were being taught there « subject to extra charge,» that is, $10. per quarter. The other newspaper ads are in the Lexington *Observer and Reporter.* On Sept. 30, 1831 a Mr. and Mrs. Barry from Philadelphia gave notice that on Oct. 10 they were going to open an Institute for Young Ladies in which French, Italian and Spanish would be taught. On Oct. 16 and 30 J. Livingston Van Doren, associate principal of the Brooklyn Collegiate Institute, informed the Lexingtonians of a plan to open a western branch in the city, with Italian included among the languages offered as it was in the main branch. On Aug. 6 and 20, 1834, Mr. and Mrs. Griswold's School for Girls announced Italian, German and the Ancient Languages as courses that could be studied by its students. Very likely the Van Doren of the Van Doren's College for Young Ladies and the one connected with the College

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[16] Reproduced in the edition of the *Reader* which came out in 1855.

Institute for Young Men are the same person. At any rate, in a series of notices—Oct. 3, 14, 21, 24, 28, 1835—the latter school announced that " Prof. L. Cardello, a distinguished artist from the city of Rome, Italy, has accepted the Professorship of Drawing, Painting and Italian." The High School for Young Ladies at " Langollen, six miles from Frankfort on the Georgetown Road," was teaching French, Italian and Spanish " by the Inductive Method " in 1836 (Sept. 7). The issue of the paper for Jan. 24, 1846 shows the magister vagans Bonfils as director of the English and French Institute for Young Ladies. In the ad is this statement: " The Italian, Spanish and Latin languages are connected with this [the French] Department." On Aug. 2, 1856 the Walnut Female Institute indicates that it was teaching French, Spanish and Italian, while the Daniel Boone Collegiate Institute announced that it provided extra instruction in " French or in any of the modern languages."

A notice in the Lexington *Intelligencer* for April 21, 1837 discloses that the Richmond Female Academy in Richmond, Madison County, taught French and Italian at that time. According to the Frankfort *Commonwealth* for April 18, 1854 courses in French, German and Italian could then be taken at the Frankfort High School for Young Ladies.

Finally, by means of the *Catholic Almanac* for 1847, we are able to add the Female Academy of Nazareth in Bardstown and through the 1848 annual the Ursuline Academy in Covington.

LOUISIANA

The heavy French and Spanish ethnic groups in Louisiana and the fact that New Orleans was the great center for Latin American trade naturally gave these two languages precedence over the others in the state schools. It was only commencing with about 1840 that a real interest began to manifest itself in German and Italian.

The New Orleans Classical and Commercial Institution, Boarding, Half Boarding and Day School under the direction of J.A. Buffet, " Bachelor of Arts, late professor of Jefferson College," announced in the New Orleans *Daily Picayune* for Oct. 30, 1841, a " Complete Course of Education." English, French, Spanish, Latin, Greek, German and Italian were the languages taught. Mr. Buffet boasted that " Seven professors of capacity and morality are attached to the collegiate establishment." On Sept. 23, 1843 Messrs. Dimitry and Du Chiron made known that " Spanish, Italian, German and Music will be taught in this institution,"—The Orleans Academy for Young Gentlemen—Classical and Special. The notice on Oct. 22, 1843 concerning the High School for Young Ladies reads: " Opportunities are offered to Young Ladies (not otherwise pupils) to join classes in Drawing, French, Italian or any of the other accomplishments."

A few years later we note the following in the *Picayune*. Sept. 1, 1848: The Female Collegiate Seminary, Jackson Parish in East Feliciana, Spanish and Italian " at the charge of the professor." Sept. 3, 1848: an announcement on the teaching of French, Spanish and Italian at the Boarding and Day School for Young Ladies directed by Mrs. Fuertes. Oct. 27, 1848: one involving intruction in " the rudiments of Italian and Spanish " at the Academy for Young Ladies directed by Mrs. Van Nooten. Aug. 13, 1850: a notice on Mrs. Anna Y. Lord's Boarding School for Young Ladies—" Italian, German, drawing, music and dancing on terms regulated by the masters employed. Sept. 1, 1850: the offering of French, Spanish and Italian at the New Orleans Female Institute. Nov. 1, 1850: the offering of German and Italian as " extras " at the Franklin High School and Mathematical Institute. Dec. 20, 1851: a notice on the English and French High School for Young Ladies making possible the study of Spanish, German and Italian " at the desire of the parents." Mr. and Madame Merrill's School taught French, Spanish and Italian as revealed in the announcement in the New Orleans *Daily Southern Standard* for July 10, 1849. Except for the Female Collegiate Seminary all of these institutions were located in New Orleans.

MISSISSIPPI

In a broken sequence of the Jackson *Mississippian* we have found a notice on the Jackson Wesleyan Female College with mention of courses in French, Italian, Spanish and Latin (July 1, 1854), while in one of the many notices on Dolbear's Commercial College (Oct. 5, 1858 etc.) it is revealed that Spanish, German and Italian were available to students. In another broken newspaper sequence, the *Sunny South* of Aberdeen, we have noted the following two establishments—The Florence Synodical Female Seminary, which lists E. Lambert as Professor of French, Spanish and Italian (Jan. 24, 1856), and the Aberdeen Female College where the teaching of instrumental music, Italian and Spanish was in charge of M. Rondo (Sept. 11, 1856).

Edward Mayes in his *History of Education in Mississippi* (Washington, D.C., 1899), records three more schools which offered Italian at the time—Holly Springs Female Academy in 1836, the College and Academy at Sharon (Madison County) in 1837, and the Franklin Academy (Monroe County) in 1841.

There must have been still other localities in the state where the language could be studied—Natchez, Vicksburg, etc. In Natchez, incidentally, there were two private teachers offering it in 1850—Isadore Guillet and Mme Angela Cykoski.

NORTH CAROLINA

Raleigh Academy in Raleigh opened in 1804 with Italian in its curriculum. In 1844 it was still offering the language,[17] which gives evidence of the solid place that it must have held in the school. Italian appears at Franklin Academy at Louisburg in 1805. Charles L. Coon who lists the two institutions in his *North Carolina Schools and Academies* 1790-1840 (Raleigh, N.C., 1915), also records Italian offerings at Morganton Academy (1822), Warrenton Female Academy (1825), Goslin Bluffs Refined Female College (1831), Female Academy at Shocco Springs

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[17] See *The North Carolina Standard* for Jan. 3, 1844.

(1832), Episcopal School at Raleigh (1834), Mrs. Safery's Female Seminary at Greenville (1835), Shocco Classical Seminary (1838), Wake Forest Pleasant Grove Academy (1839), Goldboro Academy in Wayne County (1840). *The North Carolina Standard* (Raleigh) furnishes us with the names of six more schools which were offering Italian after 1840, the La Vallee Female Academy in Halifax County (Jan. 5, 1842), the Warwick Female Institute (Nov. 8, 1843), the Raleigh Classical Mathematical and Military Academy (Jan. 28, 1845). the Female School in Hillsborough (Dec. 29, 1847), the Young Ladies' Select School at Raleigh (Dec. 6, 1848), and the Raleigh Female Seminary (Oct. 21, 1855).

According to school catalogs that are available at the University of North Carolina Library, Italian was taught at the Greensborough Female Academy in 1852 and at the East-Bend School in 1855-56. The catalogs in the library on the Edgeworth Female Academy mention Italian from 1853 to 1860 and modern languages thereafter, with the presumption that the language continued to be given for a time.[18] We do not know when Italian was introduced at the Cape Fear Academy in Wilmington but it is listed in the 1870 catalog as a finishing course in the fourth and fifth year of instruction.

A notice in the Washington *National Intelligencer* for Mar. 7, 1842, makes known that "The Rev. Albert Smedes of the City of New York intends to open a school for young ladies in the city of Raleigh, N.C. on the 12th day of May." Extra charges were to be made for French, Italian, Music, Painting, Drawing and Ornamental Needlework.

SOUTH CAROLINA

Prof. George W. Watts in his *The Teaching of French in the United States,* op. cit. 30, has noted that in the *South Carolina Gazette* from 1750 to 1775 there are references to the teaching of Italian in the schools of the state. We have not had the means of tracing this development during the next half century, but we can convey some idea of the South Carolinian interest in the language from 1826 to 1859.

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[18] Through the *Standard* we can trace the Edgeworth offering back to 1846. Cf. issue for Nov. 25.

In the first year of this interval, (1826), there were two institutions in Columbia that were carrying on instruction in Italian, The Misses Blackburn's Female Academy which employed Col. Colonna D'Ornano as its teacher (cf. *Columbia Telescope and South Carolina State Journal,* Jan. 13). Direction of the school was taken over by the Rev. and Mrs. Wilson before the Fall term (cf. *Telescope,* Sept. 5). The *Telescope* for Oct. 17, announced that Mr. J. La Taste had just been engaged to teach the modern languages, including Italian, at the Columbia Female Academy under the superintendence of Dr. Elias Marks.[10] In 1828 Dr. Marks left the school in charge of Rev. Rennie and opened a new school at Barhamville known as the South Carolina Female Institute. This has been the subject of a monograph by Hennig A. Cohen: *A Barhamville Miscellany. Notes and Documents Concerning the South Carolina Female Institute* (Columbia, S.C., 1956). We quote from part of page 45 which reads: " The 'Conspectus' of 1828 announced courses in Latin, French, Spanish and Italian. To judge by the available enrollment records and the faculty rosters in the catalogues they were consistently the most popular languages, but German was offered. In 1852 the faculty of twelve included four language instructors: Benjamin S. Miller, A.M., taught Latin: V.H. Manget taught French, Spanish and Italian; Demetrio Paredes taught Spanish, Italian and German; and Manuel M. Párraga taught Spanish. The enrollment that year was ninety six." The Jan. 9, 1829 issue of the paper advertised Italian at the Richland School for Classical Scientific and Practical Education at Rice Creek Springs between Columbia and Camden.

We shall list in one group the items in the Charleston *Courier,* Jan. 1, 1830: Charleston Female Seminary. Italian appears as one of the languages in the curriculum for the senior class.[20] Dec. 22, 1831: Select Female Seminary, which offered Greek, Latin, French, Italian and Spanish. Oct. 2, 1842: C. J. Hadermann's Young Ladies' Seminary, which taught German, French, Italian and Spanish. Mr. Hadermann here indicates that he is an ex-professor of mathematics at Emory. Jan. 2, 1843: Male and Female Seminary conducted by Mr. Jenkins and Mr. Rosenfeld. Jan. 2, 1843: The Ursuline Convent, which had an extra charge for French, German and Italian. Jan. 27, 1843: Mrs. Herriot's and Mrs. Ramsay's Seminary, where French, German and Italian were taught. Perhaps Mrs. C. H. Herriot's Seminary (Jan. 7, 1856), at which Mlle Erbeau taught these three languages, ought to be entered as a separate institution. Dec. 13, 1856: B.R. Carroll's Boarding and Day School for Boys, at which Latin, French, German, Italian and Spanish were available. These are Charleston schools.

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[10] On this school see also the *South Carolina State Gazette* (Columbia), Feb. 3, 1827.

Two establishments ran their notices in the Charleston *Evening Mercury*—the New Seminary for Young Ladies and Gentlemen conducted by John Bloomfield, which included French, Italian and Spanish among its courses (Oct. 14, 1828), and Madame D'Orval's Seminary with Mr. Cavidali, who had come to the city from Norfolk, Va. in 1824, listed as instructor in Italian and French.

Three institutes outside the city whose advertisements in the *Courier* included Italian are The Edgefield Village Female Academy (Oct. 24, 1840); St. Thaddeus Seminary at Aiken (Dec. 26, 1853), and Limestone Springs Female High School at Spartanburg (Jan. 19, 1854), which deserves to be especially remembered because one of its instructors was Vincenzo Botta, later at New York University. Still another school, which, however, used the *Mercury* as its advertising medium, was the Barnwell Female Academy at Barnwell, directed by Mr. and Mrs. Schiffely (Mar 15, 1824).

In the New Orleans *Picayune* from June through Sept. 1842 the Military, Scientific and Classical School at Aiken ran a series of advertisements containing the statement: " In this institution will be taught Latin, Greek, French, Spanish, German and

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[20] It was still being taught in 1855 (see *Courier*, April 19).

Italian." The prospectus of the Collegiate Institute of the Seminary of John the Baptist in Charleston, printed in the *Catholic Almanac* for 1848, announced that it was giving instruction in French, Italian, Spanish and German.

Both the Johnson Female University at Anderson, and the Laurensville Female College, whose catalogs are preserved in the University of South Carolina Library, had large grammar school and secondary school departments. Italian was taught there in 1853 and 1859 respectively.

As further evidence of interest in Italian at Charleston we may note that W.H. Barrett, 36 Broad St., ran a special series of advertisements in the 1843 *Courier* devoted to " Italian Books," listing among these Guicciardini's *Storia d'Italia*, Guarini's *Pastor fido*, and the *Orlando furioso*. A little later John Russell, " Importer of Books," especially featured a number of " Italian Works " in his ad in the *Courier* for Oct. 27, 1846, which included the *Gerusalemme*, the *Orlando furioso*, the *Divina commedia*, the *Promessi sposi*, Metastasio's *Opere scelte* and Goldoni's *Commedie*.

TENNESSEE

When in the appendix of his *Della Lingua e la letteratura italiana in New York* (New York, 1827, p. xxxii), Lorenzo Da Ponte observes: " V'è una stupenda libreria in Filadelfia; havvene un'altra nel Collegio di Nashville, ed una terza, e più d'ogni altra, a quello che dicono, numerosa è nel collegio di Cambridge..." his mention of Nashville can refer to no other school than the Nashville Female Academy which had been established in the Tennessee capital in 1816. Until it was forced to close its doors in 1861 because of the damage suffered by its buildings at the hands of the Federal troops during the occupation of Nashville, it was one of the finest girls' schools in the country. It specialized in the so-called ornamental studies, music and languages. In 1840 there were 198 pupils enrolled while in 1861 there were 513, 256 of whom were boarders. In describing the school Mrs. I.M.E. Blandin in her *History of Higher Education for Women in the South Prior to 1860* (New York, 1909) states on page 276: " Dr. Elliott [C.D. Elliott, third president of the institution] employed the very best teachers he could find. He imported experts from the East, from England, from France and from Italy. In order to keep in touch with the best talent and the best means of obtaining it, Dr. Elliott corresponded with Count Cavour and other prominent personages abroad. Sometimes the French and Italian women engaged knew not a word of English. They were sent over in care of the captain of the vessel, and forwarded to their destination."

Lack of access to the catalog, if, indeed, any was printed, prevents us from stating categorically that Italian was taught at the Collegiate Institute at Nashville established by Professor and Mrs. Bonfils (c. 1840). Nevertheless, since Bonfils was a native Italian speaker and Italian trained and had instructed in Italian in Washington, D.C., at the University of Alabama and later in St. Louis and Lexington, Ky., it is virtually certain that he included the language among those that he personally taught. In the announcement in the *Nashville Union* for Aug. 4, 1840, it is stated that the course of study there was analogous to that of colleges generally and that it was modified to conform to the peculiar duties of the sex.[21]

An advertisement in the *National Banner* & *Nashville Whig* for April 22, 1833 reveals that in the English Department of The High School for Boys at La Grange there were to be " weekly exercises in declamation and composition. Languages: Hebrew, Greek, Latin, French and Italian." As to the latter the same notice discloses that students will be required " to exhibit frequent translations from the different languages into English and vice versa." [22] In the Richmond *Enquirer* for Oct. 21, 1834 under the heading "Education," we find the following: "The Trustees of the Lagrange Academies wish to employ a lady competent to give instruction in the usual branches of female education, including music and drawing. A knowledge of French and Italian would be a recommendation." We, of course, do not know what the outcome of this notice was, but it is significant that the Trustees, presumably public school officials in this case, should give such stress to Italian. In an announcement on Dr. Weller's Female Seminary in the Nashville *Republican* for Jan. 2, 1836, we find printed in bold-type: "The French and Italian Languages are taught," which is indicative of the importance these two languages had in its curriculum.

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[21] This information has been derived from an unpublished 1937 Vanderbilt University thesis by Lucien Giddens: *The Development of Colleges for Women in the South to 1885.*

[22] Taken from an unpublished M.A. thesis by Harold E. Ward. *Academy Education in Tennessee Prior to 1861.* George Peabody College for Teachers, 1926. Among the few academies mentioned in the thesis only four offered a modern language, French.

The catalogs in the Tennessee State Library and Archives bring out that The Tennessee Conference Female Institute, which had moved to Columbia from Athens, Ala., offered Italian in 1845. In 1850 the Columbia Female Institute furnished instruction in the language at $10.00 for the session. It was taught at Jackson College, a boys' school in Columbia, by William A. Strozzi in 1849-50 and Carlo de Haro in 1850-51. The catalog for 1858 of the Columbia Athenaeum, a girls' school, lists that Greek, Latin, French, Italian, Spanish or German would cost $10.00 for the session. Italian continued to be available at least through 1867. This school had an excellent reputation and drew a large patronage from the South.

Through the *Catholic Almanac* for 1843 we learn about the Academy for Young Men attached to the Theological Seminary of St. Athanasius in Nashville in which "besides mathematics and the ordinary branches of good English education, the Greek, Latin, Italian, French and Spanish languages are carefully taught... The Academy is conducted by ecclesiastics under the superintendence of the Rev. Superior of the Seminary." A notice in the Memphis *Daily Appeal* for Jan. 25, 1851 lists Italian at the St. Agnes Female Academy in that city. Incidentally, Ward's Seminary in Nashville offered the language in 1865 and perhaps some years prior to that date.[23]

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[23] The 1865 catalog is in the Tennessee State Library and Archives.

On Dec. 5, 1777 Daniel H.W. Mara, A.M., of King and Queen County, ambitiously announced in the *Virginia Gazette* (the one published by Alexander Purdie) that he was opening a school where " Arabick, Greek, Latin, French and Italian as well as Rhetorick, Logick, Ancient and Modern History, Geography, the use of the Globe, Writing, Arithmetick, Book-Keeping, and some branches of the Mathematiks " were to be taught. In 1785 the Rev. Arthur Emmerson, formerly an usher in the Grammar School of William and Mary College, moved to Nansemond County as Rector and opened a " Classical School " there. His announcement in the *Virginia Gazette* stated that instruction would be offered in the Latin, Greek French and Italian languages, " with particular attention to reading, writing and declamation." [24]

It will be recalled that the most eminent of the ardent Italophiles of the time, Thomas Jefferson, had made Italian a part of the original curriculum of the University of Virginia when he became Rector in 1825. Enthusiasm for the language quickly spread outside the campus precincts into the town of Charlottesville, where by the end of the second quarter of the century there were at least thirteen schools teaching it in that area. Seven are mentioned in a University of Virginia thesis by Harold M. Mopsik: *A History of the Private Schools in Charlottesville* (1936). They are Mrs. Blaettermann's Institution of Female Education (1828) [25] run by the wife of Virginia's Professor of Modern Languages, George W. Blaettermann; the School of William L. Harris (1833), the School of James H. Davis (1836), Boarding School for Young Ladies (1843), Stephan H. Mirrick's School (1846), the Young Ladies' Institute (1854), and the Piedmont Female Institute (1857). The Piedmont institution had, incidentally, advertised in the Richmond *Enquirer* during the previous year (Sept. 3). The *Enquirer* also brings out in its issue of Aug. 31, 1860 that one of its teachers was Gaetano Lanza, an instructor at the University. Of the six remaining academies three advertised in the *Enquirer*—Oct. 17, 1837: The School at Edgehill in Albemarle County, five miles from Charlottesville, operated by Mrs. T. Jefferson Randolph and Miss Mary Jane Law; July 29, 1852: the Ridgeway School; Aug. 29, 1854: Mrs. Lenton and Mrs. McPherson's Boarding School for Young Ladies. The three that placed their notices in the Washington, D.C. *National Intelligencer* were the Charlottesville Female Academy (June 28, 1851), the Bloomfield Academy (July 21, 1857) and the Brook Hill School (Jan. 26, 1858).

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[24] Cf. Calvin H. Phippins. *Legislation Affecting Secondary Education in Virginia from 1618 to 1845.* University of Virginia thesis, 1932, 331.

[25] Mrs. Blaettermann advertised her school extensively in the papers—the *Intelligencer,* Lynchburg *Virginian,* Richmond *Enquirer,* etc.

Demand for the language at Norfolk was in evidence mainly in the thirties as indicated in L. Minerva Turnbull's article, " Private Schools in Norfolk, 1800-1860," in *William and Mary Quarterly,* XI (1931), 280-88. She lists Mrs. De Haro's Young Ladies' School (1830), Mrs. Hackley's Seminary (1838), Norfolk Grammar School (1831), C. J. Hadermann's Young Ladies' High School (1839). Also cited by her is an institution operating at a later date, Mrs. W. M. Whiting's School for Young Ladies (1858).

The strongest center of interest in Italian in the state of Virginia must, however, have been Richmond. Between 1829 and 1860 the Richmond *Enquirer* gives notices on at least twenty-three schools: Mr. and Mrs. Reynolds' Female Seminary and Boarding School (Mar. 26, 1829); Mrs. Broome's Boarding and Day School (Sept. 25, 1829); Richmond Female Academy (July 16, 1830); Institution for Young Ladies founded by Mrs. Colonna D'Ornano (July 20, 1830); Harmony Hill Seminary (Oct. 21, 1834); where, however, Italian was already being taught in 1829—see *Constitutional Whig,* Jan. 6; Mrs. Persico's Boarding and Day School for Young Ladies (Oct. 6, 1835); Hadermann's Virginia Institute (Sept. 29, 1837); Mansfield Female School, which taught " French and Italian with critical exercises " (Dec. 27, 1837); Southern Boarding School for Young Ladies (Oct. 24, 1840); Boarding and Day School for Boys and Young Gentlemen where Italian was taught by Isadore Guillet, its principal (Aug. 6, 1841); Dr. Maupin's School (Sept. 27, 1842) where Guillet, though listed as the instructor in Modern Languages, was without any doubt also involved in teaching Italian; Richmond Academy[28] (Sept. 23, 1842); Mrs. Burke's Female Academy (July 28, 1843); Mrs. Nottingham's Boarding and Day School for Young Ladies at which, we are told, " Monsieur Hubertson from Paris, Professor of Modern Languages, will give instruction in French, Spanish, Italian &c " (Sept. 2, 1847); Rev. M.D. Hoge's Boarding and Day School where Italian was taught by Joseph Michard (Aug. 2, 1853); Mrs. Pellet's English and French Boarding School with Mr. Persico in charge of Italian (Sept. 27, 1853); Volger & Patton's Classical and Mathematical Academy (July 14, 1854); Mr. Lefevre's School at which Joseph Michard functioned as the language teacher and presumably taught Italian (Sept. 4, 1855)—at any rate, the Richmond *Daily Dispatch* for Aug. 15, 1859, which lists Carlos C. Mera as teacher of Spanish and Italian, confirms its availability at the institution; Michard is listed for instruction in Italian at the Richmond Female Institute (Sept. 3, 1855), but here, too, he was succeeded by Mera (Sept. 29, 1859). We continue our list with Miss Pegram's Young Ladies' School where Italian and German were taught by " native masters of each language," by Persico in the case of Italian (July 18, 1856); Southern Female Institute (Sept. 30, 1858); Old Dominion Institute with Spanish and Italian in charge of Carlos C. Mera (July 12, 1860), and Mrs. Brooks' Boarding and Day School with Persico as its teacher (Aug. 8, 1860). The *Intelligencer* lists the Select School for Young Ladies (Sept. 11, 1848), and the Home School for Young Ladies (Oct. 9, 1848). The names of two more Richmond institutions teaching Italian have been gleaned from the *Daily Dispatch*—Mr. and Mrs. Keeling's Female Boarding and Day School (Sept. 4, 1852), and Mr. Cary's School of Ancient and Modern Languages and Mathematics (July 27, 1857).

Schools offering Italian which are mentioned in several articles and theses are The Boynton Female Academy (year noted, 1832), the Buckingham Female College Institute (1848); Culpeper Female Institute (1848); Kempsville Academy (1838);

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[28] This may very well have been the same institution as the Richmond Female Academy.

Male and Female Seminary at Kempsville (1838); Midway Female Academy in King and Queen County (1840), and Petersburg Classical Institute (1842).[27]

Announcements in the Washington *National Intelligencer* list Italian at Mr. James Garnett's School, Loretto, Essex County (Aug. 17, 1824); Mrs. Garnett's School, Elm-wood, Essex (Aug. 8, 1826); Mrs. Porter's Seminary for Young Ladies in Alexandria (Aug. 29, 1829); Young Ladies' Seminary, corner of Duke and Washington Streets in Alexandria (Sept. 8, 1831); Mrs. Sheffey's Seminary for the Education of Young Ladies in Staunton (Sept. 28, 1831); Miss Mercer's Boarding School in Loudon County (May 2, 1837); the Female Classical School at Sheperdtown (Aug. 21, 1837); Washington Academy at Westermorland (Dec. 27, 1839); Mrs. Mead's School at Shockhoe Hill which states " Select classes in Italian and German will meet every evening " (Sept. 19, 1844); Mrs. Eliason's School in Alexandria (Aug. 19, 1847); Washington Academy in Rappahannock County (Dec. 8, 1848); Southern Female Institute in Fredericksburg (July 27, 1852); Upperville Academy (Aug. 2, 1854); Waverly Institute, one mile from Warrenton Springs (Feb. 8, 1855); Locust Grove Academy in Albemarle County (July 18, 1858); Stribling Springs School in Augusta County (Jan. 26, 1859); Edgeville Female Seminary in Caroline County (July 26, 1859); Ann Smith School at Lexington (July 26, 1859); Alexandria Boarding School where an Almericus Zappone taught the modern languages (Aug. 9, 1859);[28] Wheeling Female Academy (Aug. 16, 1859); Virginia Female Institute in Staunton (Aug. 18, 1859).

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[27] On these schools see Phippens, op. cit. 781; William Shephard, " Buckingham Female Collegiate Institute," *William and Mary Quarterly*, XX (1940). 345-68; Harold Ratrie Kelly, *A Study of Secondary Education in Culpeper County*, a Univ. of Va. thesis, 1932; " Kempsville Academy " in *American Beacon and Norfolk & Portsmouth Daily Advertiser, Dec. 8, 1838*, reprinted in *Lower Norfolk County, Virginia, Antiquary*, V, 148; Russell B. Gill, *Secondary Education in King and Queen County, Va.: 1691-1938*, a Univ. of Va. thesis, 1938; Henry Buckius Brocknell, *History of Secondary Education in Petersburg, Va.*, a Univ. of Va. thesis, 1939.

[28] Cf. also the notice in the Charleston, S.C. *Courier* for Sept. 8, 1840, which indicates that Italian was then taught together with Latin, Greek, and French.

The schools using the Richmond *Enquirer* as their advertising medium are: Concord Academy at Bowling Green in Caroline County (Dec. 18, 1828);[29] Thomas Dabney School, upper part of King William County (Dec. 18, 1828); The School at Llangollen, an institution for boys (Dec. 20, 1828); Winchester Academy (Aug. 25, 1829); Rappahannock Academy (Dec. 7, 1830); Boydton Female Seminary (May 24, 1833); Seminary for Young Ladies at Williamsburg (Sept. 22, 1837); Young Ladies' Seminary at Prince Edward Court House (Oct. 13, 1837); Amelia Academy held at the Wigwam, residence of Governor Giles—here the statement is made that "The French, Spanish and Italian languages will be taught by an English gentleman for four years a resident of France and Italy" (Jan. 2, 1838); Female School at the Parsonage near Loretto in Essex County (Sept. 20, 1839); Hopkinsville Female School (Sept. 1, 1840); Slate River Academy (Jan. 26, 1841); Classical School in Louisa (Aug. 18, 1843); Ellington School near Fredericksburg (Dec. 23, 1843); Classical Academy at Boyd's Tavern in Albemarle County, whose principal was G.W. Blaettermann, Poe's Italian teacher at the University of Virginia (Oct. 9, 1846); Woodland Boarding and Day School for Young Ladies in Essex County (Aug. 17, 1847); Male School near Dunnesville in Essex County (Aug. 17, 1847); Culpeper Female Academy (Dec. 16, 1847); Mrs. C.B. Boston's Boarding School for Young Ladies at Woodlawn, Cumberland County (July 12, 1853); Private Boarding School near Staunton (July 22, 1853); Boswell Academy, 4 miles from Staunton (July 24, 1854); Goochland Academy in Goochland County (Aug. 29, 1854); Flat Rock Female Seminary (Feb. 1, 1856); Kilmarnock Female Academy (Aug. 13, 1856); Danville Female Academy (Sept. 5, 1856); Oak Grove Academy in Buckingham County (Dec. 23, 1857); Hilton School in Gordonsville (Sept. 18, 1857); Female School at Prince Edward Court House (Sept. 25, 1857); Select Country Boarding School for Young Ladies at Ashland (Sept. 27, 1858); Aberdeen School in King and Queen County (Aug. 2, 1859); Belle Haven Institute in Alexandria (Aug. 12,

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[29] Italian was still being taught at Concord in 1846. See *Intelligencer*, July 21.

1859); Hampton Academy with Italian and Spanish in charge of Fleming James (Sept. 21, 1859). Incidentally, in the *Enquirer* for Dec. 21, 1841, Paul Pioda was announced as the teacher of Modern Languages at Miss E.A. Thurston's School in Orange Court. Inasmuch as on the following year the same paper in its issue for Aug. 12 announced him as instructor in Italian at Mrs. Cary's Country School for Young Ladies near Baltimore, he must also have taught it at the Thurston Institute.

The Richmond *Daily Dispatch* has made it possibile to add the Union Female College Institute at Richmond Hill (Aug. 23, 1858) and the School for Young Ladies at Green Springs in the neighborhood of Louisa (Aug. 6, 1859).

To the Alexandria schools already mentioned we may add two more which announced our subject in their advertisements in the Alexandria *Gazette* and *Virginia Advertiser*—Mrs. Moore's Seminary for Young Ladies (Aug. 29, 1843) and the Institute for Young Ladies (Jan. 27, 1846). Here we may add a third Alexandria academy, the Boarding and Day School for Young Ladies, conducted by Mrs. Margaret M. Coleman, which placed its notice in the (Washington, D.C.) *United States Telegraph* for Aug. 27, 1834.

Notices in the Lynchburg *Virginian* reveal the names of two academies in the city that specifically listed Italian as one of their curricular courses—The Classical, English and Mathematical School (Aug. 25, 1854) and the Lynchburg Female Seminary (Aug. 26, 1858). Furthermore, in view of the vogue of the language in Virginia and the Italian nationality of Giuseppe Adolfo Sartori, LLD, who was then functioning as Professor of Modern Languages at Lynchburg College (cf. *Dispatch,* Aug. 4, 1856) and who was available at Lynchburg Female College to instruct in « Latin, Greek or in any of the Modern Languages » (*Dispatch,* Aug. 18, 1858), it is virtually certain that he did not fail to include his native tongue among the Modern Languages he taught at Mrs. Kirkpatrick's Seminary for Young Ladies (*Dispatch,* Sept. 3, 1856).

Despite the fact that we have gathered our information from only four papers and a small group of other sources, it is clear that for the period 1820-1860, Virginia stands out as the state where the keenest interest was manifested for Italian. Were it possible to make a complete survey of the schools which offered the language, it would not be surprising if the total reached double the number we have already recorded.

MIDDLE WESTERN STATES

ILLINOIS

The list of 182 private Illinois schools founded before 1860 given in the University of Illinois M.A. thesis in Education by James Ellsworth Wooters: *A History of Academies in Illinois* (1913), at first raised expectations that a reasonable number of schools teaching modern languages might be found which at one time or another included Italian in their curriculum. Nothing appears. They were further raised by the knowledge of another University of Illinois M.A. thesis by Gertrude Howell Hildreth: *Private Elementary and Secondary Education in Illinois from 1818 to* 1850 (1921). The latter makes the statement on page 57 that " More than 50 different subjects of secondary grade were taught in 97 secondary institutions." There follows a list of subjects and under " Language " are listed Latin, Greek, Hebrew, French, Spanish, German, Italian. But as to the study of Italian Miss Hildreth cites only one institution, the Mount Carroll Seminary (later Frances Shimer School and now Shimer College), which offered it in 1853. Unfortunately, the University of Illinois has preserved only five or six of the early middle school catalogs while the State Historical Library in Springfield owns a scattering of perhaps twenty. Such poverty of documentation makes it almost impossible to deal satisfactorily with the curricula in the pioneer Illinois secondary schools. This accounts for the discovery of but one of a series of annual catalogs in Springfield of any use to us, those of the Monticello Seminary in Godfrey, which list Italian from 1847 to 1853 and from 1854 to 1859 employ only the term " Modern Languages " without any specification. In the 1850 catalog the following statement may be of some interest: " The languages are introduced to some extent, chiefly for their influence in exercising the power of analysis; at the same time, the study is highly valued as a means of cultivating the taste, and also as an aid in acquiring a more thorough knowledge of the principles of our own language." Indications in the catalogs of the Du Quoin Female Seminary (1853-66), " Languages extra," and the Young Ladies' Institute in Springfield (1851) " Languages " are inconclusive. This leaves the newspapers as the remaining source for further data. Since Chicago was founded late for our purpose and grew slowly, its papers contain next to nothing on the secondary schools. Apparently the only Chicago academy that was teaching Italian at the time, the St. Francis Xavier's Academy (cf. Metropolitan *Catholic Almanac* for 1850) did not place any notice in them. An announcement made by the Bloomington Female Academy in the Bloomington *Western Whig* for Sept. 8, 1849. " If requested arrangements will be made to teach the Ancient and Modern Languages," is again inconclusive. It has not been possible to comb the other papers for information except for the Peoria *Democratic Press* which on Sept. 16, 1846 announced the opening of the Peoria Female Academy with a list of subjects offered, among them Italian. It is not clear whether the Peoria Academy which appears in the *Illinois Annual Register and Business Directory* (Chicago), 1847, and which also lists Italian among the subjects taught is the same as the above school. It has been noticed by Paul Belting in *The Development of the Free Public High School in Illinois to 1860*, a Columbia University Ph.D dissertation printed in Springfield, Ill. in 1919.

A reflection of some interest in Italian in Naperville in 1852 can be inferred from the Italian Lexicons advertised in the *Du Page Observer* by the bookstore run by Joseph Klein, Jr. and Bros.

INDIANA

The notes of Professor Albert Mock of Butler University on *The Academy Movement in Indiana from 1850 to 1900* have been deposited in the Indiana State Library. Much of their information is derived from the newspapers and in a number of cases they refer to years prior to the middle of the century. The notes indicate that Italian was taught at the Seminary for Young Ladies (Madison Female Academy) in 1832 and Miss Harrison's School in Vincennes in 1838. Those relating to the Lafayette College Institute for 1864-65 reveal that the language was then offered at the school. We have no further data on when it was introduced there. From two other sources, advertisements in the Peoria (Ill.) *Daily Transcript* for Aug. 26, 1859 and the Cleveland *Plain Dealer* for Sept. 3, 1859 we learn that St. Mary's Academy near South Bend was then teaching French, German and Italian. The school was chartered in 1835. Evidently much later but not entirely devoid of value, is the teaching of Italian at the Academy of the Immaculate Conception in Oldenberg as disclosed in The *Catholic Telegraph and Advocate* for Aug. 15, 1878. At Saint Mary of the Woods Academy (now a college) Italian offerings started with 1882-83.

MICHIGAN

There are actually no good histories of education on the state of Michigan. The one that should have contained some useful information, an unpublished dissertation by Odus Grimes: *A History of the Academies of the State of Michigan Prior to 1872* (University of Michigan, 1929), is next to worthless as far as we are concerned. However, in his chapter on the curriculum of of the academies he does list Italian among the subjects taught in 1849 in two unspecified academies. Another dissertation, *Education in Detroit*, by Sister Mary Rosalita (Lansing, 1928), provides the news that the language was offered at the Female Seminary in 1836. She also cites a notice in the *Detroit Journal and Michigan Advertiser* for Mar. 26, 1834, informing the public that in the Michigan High School " A gentleman has been engaged to instruct the French, Italian and German languages " (246). In the Detroit *Free Press* from 1844 to 1860 there is extremely little educational matter either on schools or on private instruction, hence we have been lucky to locate an announcement in the Sept. 2, 1858 issue, on the

Detroit French and English Boarding and Day Institute, for Young Ladies, which informs us that Mrs. H. de Mailly Reighly, its principal, taught the " French and Italian languages and their literatures." When, as noted by Grimes, one considers that there were only 43 academies chartered between 1830 and 1849 and only 27 between 1850 and 1873, the total is quite small. Under such conditions it is doubtful whether further research could turn up as many as a half dozen new names of schools teaching Italian within these two periods.

MISSOURI

Italian crossed the Mississippi into the state of Missouri at an early date. In the *St. Louis City Directory* for 1845 appears an advertisement of the English and French Collegiate Institute for Young Ladies announcing courses in the Italian language and literature. It was run by Professor and Mrs. Bonfils who had previously been in charge of a Collegiate Institute in Nashville, 1840. It will be recalled that Bonfils is the first professor of Modern Languages at the University of Alabama, 1832-36. In the *Catalog and Prospectus of the High School for the Education of Young Ladies for 1849-50* Italian is listed among the courses taught. In 1851-52 the catalog of the Young Ladies' Academy in charge of Mr. and Mrs. A. Mercier states that " the Italian language will be taught and spoken in the academy." It is also mentioned in the *Third Annual Catalogue of the St. Louis Female Institute for the Year Ending June 23, 1854.* The three catalogs are in the St. Louis Public Library. That the language made further penetration westward at the time is evident from the *First Annual Catalogue,* 1845, of the Masonic College of Missouri at Lexington, near the Kansas border. Here a statement reads: " The Hebrew, French, Spanish, Italian and German languages will be taught, if desired by the student or his parent or guardian." The catalog is in the Missouri Historical Society in St. Louis. A series of advertisements in the New Orleans *Daily Picayune* in 1841 deal with an Academy and High School for Young Ladies in St. Louis under the direction of " P. Mauro and Daughters." There is a strong likelihood that Italian was offered at the school.

A good illustration as to how Italian was apt to turn up in the most unforeseen places is its appearance in the South Missouri Academy in Jackson, Cape Girardeau County, where all the major modern languages—French, German, Italian and Spanish—were taught as " extras " (see *Western Eagle* [Cape Girardeau], Feb. 1, 1850).

OHIO

One of the first centers in Ohio where Italian was introduced in the private schools was Columbus. Alfred E. Lee in his *History of the City of Columbus* (New York, 1892), Vol. I, 515, mentions that Carlo de Haro had established a school there between 1830 and 1845. Mr. Lee may be referring to the Columbus Young Ladies' Seminary directed by Mrs. de Haro with the assistance of her husband, which placed one of its advertisements in the *Ohio State Journal* (Feb. 6, 1833). The *Fourth* (1855-56) *Annual Catalogue* of another Columbus school, the Esther Institute, indicates that French, Greek, Italian and Spanish could be studied for an " extra charge." The catalog is preserved in the State Library.

Inasmuch as Italian was taught at Western Reserve University in 1844, then located at Hudson, it is likely that it was also offered at the time in its preparatory or Grammar School. Hence the statement in the 1850-51 catalog on the Grammar School curriculum: " Lessons in French, German, Italian and Spanish will be given those who desire them, at a moderate expense," is not the earliest containing this specification. The instructor in both cases was Karl Ruger. As a teacher of " languages, ancient and modern " at the Cleveland Commercial College he was also doubtless available for instruction there. An announcement by the school appears in the Cleveland *Plain Dealer* for July 2, 1853. The same paper in listing the Young Ladies' School of the Ursuline Convent in the city during Sept. and Oct. 1850, indicates in its notice that

" no extra charges will be made for teaching French, German and Italian or the higher branches of mathematics." Also among the daily's Sept.-Oct. advertisements is a series on the Seminary for Young Ladies in Cleveland run by Mrs. and Miss Dickinson in which the public is informed that " Miss Dickinson having been instructed by the first masters in England in French, English, Italian and music, hopes to give satisfaction to those entrusted to their care."

In its announcements in the *Plain Dealer* in 1856 and 1857 the Cleveland Female Seminary specifies Latin, French, German and Italian but makes no specification from 1858 on. From the prospectus printed in the Washington *National Intelligencer* for Oct. 7, 1841, we are informed that the languages taught at the Western Scientific and Military Gymnasium at Dayton were French, Italian, Spanish and German.

The *Catholic Almanac* for 1833 reports that the Athenaeum in Cincinnati was teaching Italian, while the *Almanac* for 1849 notes in the prospectus of the Ursuline Academy, also in Cincinnati, that Italian and Spanish were included in its curriculum as " extras." The Western Collegiate Institute for Young Ladies, a school probably located in the same city, announced Italian in its notice in the (Columbus) *Ohio State Journal* for Jan. 3, 1834.

A catalog in the Western Reserve Historical Library on the Painesville Academy for the year ending July 13, 1843 includes " Modern languages, French and Italian." The textbooks used were " Vergani's *Grammar,* Graglia's *Dictionary, Tesoretto,* Boccaccio's *Novelle tratte dal Decamerone.*"

There are two Ohio school catalogs in the Presbyterian Historical Society in Philadelphia. One for 1850, on the Vermillion Institute at Hayesville, notes that " Instruction will be given if desired in the Spanish, Italian and Hebrew languages." The other on Woodward College and High School in Cincinnati for the year 1847 states: " The modern languages taught in the Institution embrace the German, French, Spanish and Italian." Italian could be studied as an " extra accomplishment " in the Wesleyan Female College in Cincinnati for a number of years starting with 1851 (catalogs in the Public

Library of Cincinnati). The *Biennial* (1850) *Catalogue of St. John Female College* in Marietta (catalog in the Marietta College Library) announces in its "Plan of the Institution, Course of Instuction &c" that "A full course in this Institute occupies three years. The standard of graduation, including not only a thorough English education, but where it is desired Latin, Greek, Hebrew, German, French, Spanish and Italian languages. The great object is to be *thorough.*"

WISCONSIN

In 1846 the Italian Dominican Father, Mazzuchelli, founded St. Dominic's College at Sinsinawa Mound. Its name was changed to Sinsinawa Mound College in 1847, which continued to function until 1866 when its premises passed into the hands of the Dominican Sisters and the school became known as St. Clara's Academy. Later the Academy moved to River Forest, Illinois, and is now known as Rosary College. Whether Sinsinawa offered courses at the college level is somewhat doubtful. At any rate, the *Catholic Almanac* records that it was teaching French, German, Italian and Spanish in 1850. It is likely that Italian goes back to the days when the institution was St. Dominic's College. Some hint of this is in the *Almanac* for 1847 where, in addition to listing Father Mazzuchelli as President of Sinsinawa, it is revealed that he was also "professor of drawing and modern languages." This most remarkable man was a theologian, scientist, humanist, educator, architect and the first resident priest in Wisconsin. It is as an architect that he made his greatest contribution—as the planner of cities in the Mississippi Valley, including Dubuque, Ia., as the designer of government buildings and builder of churches. Sister Rosemary Crepeau has written his biography: *Un apôtre dominicain aux États-Unis: Le Père Samuel-Charles-Gaetan Mazzuchelli.* Paris, 1932. The basis for a large portion of this book is Father Mazzuchelli's *Memorie storiche d'un missionario apostolico dell'ordine dei predicatori fra i cattolici e protestanti negli Stati Uniti d'America.* Milano, 1844. The *Metropolitan Catholic Almanac* for 1853 prints information on St. Peter's Institute in Milwaukee, a preparatory school which is presumed to be the germ of the Seminary of St. Francis de Sales. The Rev. John W. Norris, its president at the time, was also "Professor of Rhetoric, Logic, Moral Philosophy and Italian."

Several years before he was made professor of modern languages at the University of Wisconsin (1858), Joseph C. Pickard had taken up residence in Madison as principal of the Madison Female Seminary. In the institution's advertisement in the Madison *Evening Argus and Democrat* for Dec. 20, 1856 he listed himself as "Teacher of Classics, German, Spanish and Italian."

This was the time that the state was reached by the great influx of German immigrants who established many schools in their settlements throughout all the North Central States. In this area Italian, which had so frequently combined with French as an academy subject, was naturally replaced by German as one might expect, and in the new combination the latter took precedence over the former.

CALIFORNIA

In the Far West the only middle school name that we can offer in connection with Italian is the Young Ladies' Seminary at Benicia, the predecessor of Mills Seminary and Mills College. The *Catalogue for the Fifth Year Ending May 1, 1857* indicates that it together with Greek, Latin, French and German were optional subjects. A Monsieur Paul Pioda, who had previously taught in the private schools in Virginia and Maryland and was to teach later at the University of California, is designated as "Professor of Modern Languages and Music." Pioda may have severed his ties with the institution by the end of the first term in 1859. At any rate, in the next available catalog, 1860-61, S. Charton, author of the Chartonian Method and ex-private teacher in Washington, D.C., appears listed as "Professor of French, Spanish and Italian." These languages were very likely offered at the Seminary even before 1856-57. Watts, Leavitt and

Zeydel do not record this historically important fact in their histories on the teaching of French, Spanish and German.

Since we know that Italian was being taught privately in San Francisco as early as 1851, which also happens to be the year when it was first introduced at Santa Clara College, it is certain that diligent research could turn up some other academies where instruction in the language was available at the time.

DISTRICT OF COLUMBIA

The teaching of Italian in 1813 at the Boarding School conducted by Miss Charlotte Ann Taylor, shows that " l'idioma gentile " had found a place in the secondary school curriculum in Washington at a relatively early date (see *Federal Republican* [Georgetown], Mar. 8).

Advertisements of Italian books in the Washington *National Intelligencer* during the winter of 1824 on the part of the bookdealer, Henri Guignon, on Pennsylvania Avenue, serve as an indication of a continuing interest in the language.

On April 7, 1825 Prof. Sauveur Bonfils, after announcing that he had removed to Washington the seminary that he had been conducting in New York with Mrs. Bonfils, The Young Ladies' Boarding School, added this sentence: " Mr. Bonfils is determined that the Italian language shall be cultivated in his academy according to the same plan as in the first institutes of Europe." He introduced Italian at Washington College (D.C.) in 1826, was professor of Modern Languages at the University of Alabama from 1832 to 1836, following which, until 1848, he set up new schools at Nashville, St. Louis and Lexington. Ky.

As in the case of the above the remainder of our references to Italian in the private schools in the District of Columbia have been drawn from the announcements in the *Intelligencer*, viz., Sept. 2, 1828: American Institution conducted by Major J. Holbrook; April 1, 1829: Mrs. Grant's Seminary; Sept. 30, 1829: Mr. and Mrs. Steinhower's School for Young Ladies: Dec. 2, 1832: Mrs. Heaney's Academy; Aug. 24, 1835: Mrs. Barney's English and French Boarding School; Aug. 22, 1838: Mr.

Bulfinch's School; Aug. 1, 1841: Mrs. Breschard's Boarding and Day School for Young Ladies; Aug. 16, 1841: Young Ladies' Academy conducted by Mrs. Harriet D.P. Baker; Aug. 13, 1844: Mr. and Mrs. True's Classical Boarding and Day School for Young Ladies; Aug. 20, 1844: Normal School. Mr. and Mrs. Michard's School for Young Ladies; Aug. 30, 1844: French Boarding and Day School for Boys in charge of Henry Bentolou Michard; Aug. 19, 1847: Mrs. David H. Burr's French and English Boarding School for Young Ladies; Aug. 31, 1848: Almericus Zappone announces that " he will resume charge of his [language] school at Madame Burr's... at Rugby Academy and City Academy; " Mar. 27, 1851: Young Ladies' Institute; Mar. 31, 1853: Mrs. Hogan's English and French Boarding School for Young Ladies; Sept. 2, 1858: Academy of Visitation; Oct. 3, 1859: Washington Female Institute.

These were all schools located in Washington. Elsewhere in the District of Columbia the following have been noted—Classical School for Young Ladies in Georgetown conducted by Mr. Hart and Miss Pennell—" As soon as sufficient encouragement is received the Spanish, French and Italian languages will be taught without additional charge " (Aug. 15, 1827; Boarding School for Young Ladies in Congress St., Georgetown (Aug. 26, 1840). On July 29, 1843 there appeared an announcement of the premium in Italian given to Miss Mary Fulmer during the Annual Distribution of Premiums of the Academy of Visitation in Georgetown. Miss Rosa M. Nourse's Boarding School taught it at the Highlands (Aug. 28, 1845). Still another Georgetown establishment, the Female Literary Seminary, announced in the Georgetown *Columbian Gazette* for Aug. 11, 1829 that " Competent instructors in Music, Painting, French. Spanish, Italian etc. will be employed—the terms at the Professor's charges. "

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For the benefit of those who have neither had the patience nor the inclination to examine the above list in detail, we should like to call attention to the great vogue of Italian in the girls' schools. Apropos of them it is of further interest to note that the training they imparted closely corresponded to that of the gentlewoman as stated in Book III, chapter II of Castiglione's *Cortegiano*: " Voglio che questa donna abbia notizie di lettere, di musica, di pittura e sappia danzare e festeggiare." The curriculum of literally hundreds of female institutions from the colonial days on into the forties almost exactly duplicated the educational ideal which Castiglione puts in the mouth of Il Magnifico in the manual, and though new subject matter was later introduced, the pattern remained basically the same until the days of the Civil War. This constitutes a yet unwritten chapter on the extraordinary prestige enjoyed by the famous courtesy book. That this sort of training was frequently overemphasized is revealed at the opening of the nineteenth century by some remarks made by the eminent feminist Hannah More in her *Strictures on the Modern System of Female Education* (London, 1800, 217). " We admit," she writes, " that a young lady may excel in speaking French and Italian, may repeat a few passages from a volume of extracts, play like a professor and sing like a syren, have her drawing-room decorated with her own drawings, tables, stands, cabinets, nay she may dance like Sempronia herself, and we shall insist that she may have been very badly educated... These things in their measure may be done but there are others that should not be left undone."

The connotation normally given to Castiglione's *lettere* was obviously *languages,* and it is significant that Miss More singles out the two that were most fashionable—French and Italian. Needless to say, the vogue for the latter was a manifestation of the fervent cult of Italy during the Romantic period and in America it grew rather than diminished in the course of the next half century. This cult had so impressed the anonymous reviewer of *A Year of Consolation* who, amid the comments on the book in the *American Whig Review,* VI, July 1847, took occasion to remark: " There is a glut on the market. People have their houses full of Italian views, their libraries full of Italian travels and the boarding house misses are twaddling *nelle parole Tuscane* ".

There were, of course, many boys' schools that taught Italian particularly in the 1830's, but they always far outnumbered by the girls' schools which offered the language. This was due to the difference in educational aims, the attainment of refinement and the social graces in the latter, training in the professions and business in the former. The female academies, institutes, seminaries marked the end of the schooling for most of the girls, whereas a large percentage of the boys attended preparatory schools geared to the demands and requirements of the colleges. These though somewhat liberalized still retained some of the characteristics of the traditional grammar school with a heavy stress on Latin and Greek. French was the first of the modern languages to break down the barrier. When a second language was introduced in the « Classical » academies Italian tended to be favored over Spanish at least until well in the forties. However, in the military and commercial or mercantile academies Spanish was commonly paired with French while Italian ranked third in the number of offerings.

French was, of course, the great « constant » in the majority of the private secondary schools. It was invariably among the curricular offerings wherever the modern languages were taught. As for the other modern languages, to judge from the number of appearances in the catalogs and announcements to 1845, Italian came first after French, Spanish was second though very close to Italian, and German third. However, in the interval between 1845 and the Civil War both Spanish and German had gained enough momentum to catch up with Italian.

We have already provided documentation on more than seven hundred middle schools that taught Italian in the forepart of the nineteenth century. Is it possible to estimate the approximate number that then made the language available to the young students? We think it is, and we base our conclusions on the following considerations. 1) The number of schools that used the general terms « Modern Languages,» « Languages,» in the the newspapers of the time was three or four times greater than the number of those that specifically named them, and in this group it would not be far-fetched to say that Italian was included in about fifty percent of the cases. 2) We have drawn our newspaper data mainly from the publications in the larger urban areas which, with very few exceptions concentrated on local educational announcements. The spread of Italian was, however, state-wide as is graphically demonstrated by the situation in New Hampshire, New York, Vermont and Virginia. We may therefore assume that there were several hundred teaching Italian removed from the urban centers whose names we have not been able to record. For these reasons, a calculated guess would place the number of schools at a minimum of 2,000 and a maximum of 3,000. At the height of the popularity of the study of Italian, which I should place between 1835 and 1845, there were years when probably as many as 300 schools were offering the language at the same time. When one considers these figures in relation to the population of the United States, less than 10 million in 1820, 17 million in 1840, 31 million in 1860, and in relation to the percentage of the young people in the secondary schools, it should be abundantly clear that the showing made by Italian was very respectable.

Nevertheless, impressive as the vogue of the language really was during our period, one should not fail to note that its record was spotty. The life-span of the private schools was brief, probably not averaging more than few years per institution. Most schools were small and so consequently were the classes which, where they were offered on a fee basis, often amounted to a little more than individual tutoring. In addition, the extremely short tenure of the teachers of the time made the replacement problem difficult, and in the case of Italian, Spanish and German, which perennially suffered from a paucity of available teachers, this frequently interrupted the continuity of instruction.

As we approach the Civil War period the study of Italian is closely linked to the fate of the private academies. The rapid growth of the public high schools deprived them of a large number of their students. Many of them soon went out of existence and many others were turned over to the communities in which they were conducted and became high schools under public management. Those that survived as private institutions more and more took on the function of preparing for college, and since college entrance requirements called for the study of French and German these two dominated the language offerings to the virtual exclusion of Spanish and Italian. There is no indication at present that the day in the sun which Italian had enjoyed in the private secondary schools will return for some time to come at least not until there is a reassessment of our current educational philosophy.

CHAPTER VII

THE STUDY OF ITALIAN IN THE HIGH SCHOOLS AND THE GRADES

1. HIGH SCHOOLS

Public high schools were scarce in the early decades of the nineteenth century and in them the traditional Classical type of education with its primary emphasis on the study of Latin prevailed. The schools where modern foreign languages were taught were very distinctly in the minority with French favored over the others. As far as Italian is concerned, we know that there was a strong demand for it on the part of the students of the Brighton High School in Brighton, Mass. as early as 1843, which we can learn from a section of the *Report of the School Committee of the Town of Brighton* for 1844, p. 7: " In addition to the usual English Branches, there have been large classes in the higher branches of English Education; also in the Latin, French and Italian Languages." Since this was at the height of the Italian vogue, it is certain that the Brighton institution was by no means alone, but in view of the lamentable dearth of curricular records in virtually all of our local Boards of Education and in the public schools for this pioneer period, a dearth, incidentally, which still persists on this subject even with respect to very recent course offerings, it will never be possible to bring to light much if any new pertinent historical information from these sources.[1]

During the last quarter of the past century Harvard, as we have noted, imposed French and German as an entrance prerequisite. Many colleges quickly followed its example. At the same time the majority of the high schools felt obliged to give these two languages preference in order to insure the admittance of their graduates to the colleges. The priority they enjoyed soon began to gravely affect courses in Spanish as well as in Italian, a situation which lasted until World War I.

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[1] In our list of private schools we have noted the names of a number bearing the name of " high school " but our efforts to ascertain whether or not they were a part of the public school system (some of them, we suspect, were), have proven utterly fruitless.

We have also noted the effect on German of the national hysteria generated by the Great War and the growing opposition that developed against the other foreign languages. It was in the high schools especially that Spanish took the place once held by German.

Paradoxically, it was during the first part of this bleak period that Italian really began to assert itself in the high school curriculum. In New York City the movement was spearheaded by the Italian Teachers Association founded before the conflict but re-organized in 1921. Under the dynamic and tireless leadership of its President, Dean Mario Cosenza, and its vice president, Leonard Covello, high school enrollment in Italian increased from 898 in seven schools in 1921-22 to approximately 16,000 in fifty-five schools in 1937-38. The debt that Italian owes to these two men is incalculable.

Before any tangible gain could be achieved it was necessary to overcome three serious obstacles, two of them purely local in character and the third national. The Italian that was taught in the city prior to 1922 had been by suffrance only. Where the principal chose to offer the language the student could only study it after he had had a year of Latin, French or Spanish. In 1922, however, the Board of Education was prevailed upon to place Italian on parity with the other foreign languages, a decision that led to a swift and vigorous expansion in the senior high schools. Efforts to introduce it into the junior high schools met with considerable resistence in the beginning, but it was gradually relaxed until in 1937-38 there were twenty-one teaching it. Finally, in view of the increasing number of students who were preparing to attend our colleges, the question as to whether or not high school credit in Italian would be accepted for entrance became very important. In 1924, in order to clarify the matter, Professor Cosenza mailed out a questionnaire to Presidents of 676 institutions of higher learning and received answers from 519. The results were published in a pamphlet of the Italy America Society under the title: *The Study of Italian* *in the United States* (New York, 1924). They were, indeed, gratifying in that they showed that out of 519 schools, 364 were disposed to accept the language for entrance. As to those institutions that did not then accept it for admittance, here is Dean Cosenza's own comment: ..." in practically every case where Italian was not already accepted for entrance, the frankly American attitude was manifest: 'Study Italian, present it for entrance, create the demand and we shall give you anything you ask for.' The cultural and linguistic value of the study of Italian were readily admitted on all sides; its many contributions to all the arts and sciences, both in the past and in the present, were granted with equal readiness. It all comes down to the age-long question of supply and demand. The field is now, therefore, open to Italian. Parity of treatment is assured in an overwhelming number of cases. The real friends of the study of the Italian language and literature could wish for nothing better, for nothing more favorable. They do not want any special privileges. An equal start and a fair field for all,—and we can safely leave the merits of the case to decide the issue " (p. 13). Incidentally, the favorable response to Dean Cosenza's questionnaire was in large measure directly attributable to the trend toward the elimination of the college entrance and graduation requirements, which in most cases involved French and German. The removal of these barriers coupled with the stimulus furnished by the example of New York City made it possible for Italian to spread throughout the country. Concrete evidence of this is to be found in the *Seventeenth Annual Report of the Italian Teachers Association* for the school-year 1937-38, which lists 257 schools in seventeen states with a total of more than 75.000 students in the first and second semesters. (See Appendix B.)

Until this time Fascism had enjoyed a generally favorable reception on the part of both the public and the American Press. But Mussolini's imperialistic ambitions which resulted in the Ethiopian War late in 1935 now reversed our attitude towards him and his regime. President Franklin D. Roosevelt made his famous " Quarantine Speech " in Chicago on Oct. 5, 1937 stigmatizing Fascism and all that it stood for. Resentment brought repercussions upon the study of Italian marking the start of its downward spiral. It showed up quicker and more decisively in the high schools than in the colleges, and when World War II erupted it has disappeared from two thirds of the schools where it was once taught and suffered a noticeable drop in enrollment in the remaining third.

War conditions were, understandably, not conducive to any revival and this was aggravated by the vicious blows dealt the languages by various anti-language groups such as the American Youth Commission in its brochure *What the High Schools Ought to Teach* (1940), the Educational Policies Commission of the National Education Association in its 421-page book entitled *Education for All American Youth* (1941), and the so-called *Harvard Scholars' Report, General Education in a Free Society* (1945).[2] The decline that started at this time continued to 1950. In 1949, for example, out of a high school population of 5,400,000, French attracted only 4.7% of the total enrollment, Spanish 8.2% and German 0.8%.

As the result of these two crises Italian has been able to move forward slowly and is as yet considerably below the peak it had reached in 1937-38. In 1962-63 a report on the enrollment in fifteen states gives a total of 25, 777 students mainly in the the New England States, New Jersey and California. In New Jersey there are at present forty secondary schools offering Italian, in New York City twenty-two junior and twenty-seven senior high schools, and on Long Island fourteen senior high schools and two junior high schools.

Italian will naturally expand more and more during the coming years though, of course, it will not reach the proportions of French, Spanish or Latin, or even Russian, at least as long as " sputnik fever " remains lodged in the cerebellum of so many of our fellow Americans. It will continue to be excluded from most of the established public secondary schools particularly those in rural areas which can provide instruction only in one language, usually Latin, sometimes a second language, French or Spanish, and very infrequently the three of them. Ideally Italian belongs to the larger schools with their bigger student body and teaching staff, as is clear from the fact that 90% of those currently offering it belong to this category. It is regrettable, nonetheless, that even here there are hundreds of schools which by administrative edict teach only one language and hundreds of others which for the same reason offer only two languages. Students are obliged to take not the language of their choice but the ones that are imposed upon them by the schools they attend.

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[2] See William Riley Parker. *The National Interest and Foreign Languages*. 3rd ed. Washington, D.C., 1962, 87-89.

In not a few schools, due either to a real or a feigned ignorance, councilors have deliberately kept students from enrolling in or petitioning for Italian on the ground that it is not accepted as a college entrance requirement. This is patently untrue since today there is hardly any college, certainly no outstanding school, that does not accept the language despite the fact that it may not be teaching it at the moment.[3] It is surprising that this hurtful sort of misrepresentation should be allowed to persist.

It should not be forgotten, too, that principals and superintendents are virtual dictators of their school curricula. Many of them are products of the anti-language era of the forties. For them the " core curriculum " must be made up of the so-called practical courses to the exclusion of those that have any relation to a liberal education, which means that among the foreign languages Italian, whose claims are preeminently cultural, is their chief victim.

The principal of Austin High School in Chicago, which had recently become the center for Italian in the city with a flourishing group of thirteen classes and five instructors, decided to eliminate the language, which he effectively succeeded in doing within an interval of three or four years. At about the same time at Proviso Township High School in Melrose Park, Ill., there were seven classes in Italian taught by a full-time and a part-time teacher. Upon the retirement of full-time instructor all the courses were abolished. Similar if less extreme examples would fill several pages if we attempted to enumerate them, but perhaps these will suffice to make us aware of some of the formidable opposition Italian must continually cope with.

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[3] See *Foreign Language Entrance and Degree Requirements in U.S. Colleges and Universities: Fall 1966*. New York: Mod. Lang. Assoc., 1966.

The motivation for the antagonism is not always the same, but in the majority of instances it is related to the question of so-called practical objectives. In the light of a school-enrollment of several millions in the foreign tongues, it is difficult to conceive how these educators can substantiate their contention. The bitter truth as we see it is that except for an extremely small fraction of the student body, the study of languages is a sheer waste of time insofar as the vast majority is concerned. These can cease being wasteful for the mass only if they can serve to enrich the lives of those who learn them, that is, only in terms of their humanistic validity. On this basis, Italian ranks among the highest on the list. Unfortunately, it will be a long time before the mirage of practical application will be replaced by the reality of cultural values.

There are, nevertheless, numerous administrators with more open and cultivated minds who would be willing to introduce the language in their schools provided they had persons on their faculty equipped to teach it. We are awaiting a nation-wide survey to determine what schools are favorably disposed to do it. Once this is undertaken there are bound to be college undergraduates in sufficient numbers who will be induced to major or at least to minor in Italian and thus make possible a notable expansion of Italian language study in the middle schools.

* * *

As everyone knows the National Defense Education Act was signed by President Eisenhower on Sept. 2, 1958. The Language Development Section which forms a part of it was put into operation in 1959. The only sector that specifically concerns high school teachers of Italian is Title XI (formerly Title VI), which provides for an institute for the re-training of teachers. Thus far there have been six, five at Central

Connecticut State College directed by Professor Arthur Selvi, and one at the University of California (Berkeley) headed by Professor John A. Scott. During two of the years, 1960 and 1965, no institute was provided by the planners. The new methods applied under the guidance of experts have led to an appreciable improvement of the quality of instruction. However fine this may be, it has failed, nonetheless, to meet the most pressing need of Italian at the high school level, namely the preparation of new teachers. A move in this direction was made in 1965 when a " second field " institute was conducted for the first time in order to give those teachers who had attended an institute in one language, but who had some competence in Italian, an opportunity to improve their qualifications in it. Another move forward has been the establishment in 1966 of an NDEA Institute at Rutgers for undergraduates preparing to teach Italian. Its director is Professor Remigio U. Pane, chairman of the Department of Romance Languages. It is due to his interest and initiative that Rutgers has become the center for Italian studies in the East. Still another move forward is the establishment of an Overseas NDEA Institute for Advanced Study under the direction of Professor Ernest S. Falbo, which is scheduled to be in Florence during the summer of 1967. Though all three moves are beneficial they are obviously still far from adequate because of the small number of new teachers they will be able to train. For this reason suggestions have been advanced for the creation of a different type of institute for teachers of French, Spanish and Latin who have never had formal instruction in Italian but who are interested in teaching the language in their schools. This method of studying a new language by making use of others intimately related to it has been tried for centuries, with excellent results in America for at least 150 years. Many of us who have studied Portuguese have learned this language rapidly through Spanish, a procedure which is currently fairly widespread in our colleges.

APPENDIX B

[1938 remains until now the peak-year in our high school Italian enrollment. The table that follows is reproduced from the Italian Teachers Association *Seventeenth Annual Report: School Year 1937-38.* Since ITA Reports are virtually inaccesible, we should like to add for the benefit of those who may wish to consult them that the only complete library set in existence can be found in the Teachers College Library at Columbia University.]

REGISTRATION OF STUDENTS OF ITALIAN IN HIGH SCHOOLS

(As per Reports received)

(NOTE: *An asterisk indicates a High School that appears for the first time in these Reports. Among the 257 High Schools in the following table, there are 30 new schools.*)

CALIFORNIA			1938 TERM ENDING	
			January	June
1.	Fresno	Edison Technical High School	77	90
2.	Los Angeles	Lincoln Evening High School	43	e43[1]
*3.	Oakland	Lowell-McClymonds High School	85	e85
4.	”	Technical High School	131	119
5.	”	University High School	53	33
6.	Redwood City	Sequoia Union High School	28	28
7.	Richmond	Salesian House of Studies	33	44
8.	San Francisco	Balboa High School	389	e389
9.	” ”	Commerce High School	249	e249
10.	” ”	Galileo High School	404	492
11.	” ”	Girls High School	113	136
12.	” ”	Lowell High School		20
13.	” ”	Mission High School	216	202
14.	” ”	Polytechnic High School	47	47
*15.	” ”	Portola Jr. High School		93
16.	” ”	So. San Francisco Jr.—Sr. H. S.	51	42
17.	San Jose	Bellarmine College Prep. School	32	32

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[1] *e*, here and elsewhere, evidently refers to *estimated enrollment*.

CALIFORNIA—(*Cont.*)

			1938 TERM ENDING	
			January	June
18.	” ”	Senior High School	69	64
*19.	” ”	Notre Dame High School	e28	28
20.	” ”	Peter Burnett Jr. High School	7	15
21.	” ”	Woodrow Wilson Jr. High School	28	33
22.	” ”	Department of Adult Education	58	86
23.	Santa Cruz	Senior High School	25	11
24.	Santa Rosa	High School	57	46
25.	Sausalito	Tamalpais Union High School	65	64
26.	Stockton	High School	317	369
27.	Weed	High School	45	43

COLORADO

28.	Denver	Assumption High School	14	14
29.	”	North High School	150	142
30.	”	Horace Mann Jr. High School	92	94

CONNECTICUT

31.	Bridgeport	Bassick High School	21	21
32.	”	Central High School	193	189
33.	”	Central Evening High School	77	90
34.	”	Warren Harding High School	145	137
35.	Farmington	Miss Porter's School	7	7
36.	Hartford	Public High School	100	91
37.	”	Bulkeley High School	124	124
38.	Meriden	High School	35	35
39.	New Haven	New Haven High School	388	388
40.	Waterbury	Crosby High School	103	103
41.	”	Leavenworth High School	42	43
42.	”	Wilby High School	134	132
43.	West Haven	High School	e64	64

ILLINOIS

44.	Chicago	Austin High School	129	129
45.	”	Crane Technical High School	317	317

ILLINOIS—(Cont.)

			1938 TERM ENDING	
			January	June
46.	"	McKinley High School	180	180
47.	"	Steinmetz High School	122	122
48.	"	Wells High School	50	50
49.	Chicago Heights	Bloom Township High School	51	48
50.	Highland Park	Deerfield-Shields High School	30	29
51.	Maywood	Proviso Township High School	153	159

LOUISIANA

52.	New Orleans	Alcée Fortier High School	126	181
53.	" "	Warren Easton Evening H. S.	27	27

MASSACHUSETTS

54.	Boston	Central Evening High School	75	75
*55.	"	Dorchester Evening High School	27	27
56.	"	East Boston High School	335	335
57.	"	East Boston Evening High School	34	34
58.	"	English High School	213	213
59.	"	Girls High School	216	216
60.	"	Hyde Park High School	57	57
61.	"	Donald McKay Jr. High School	272	272
62.	"	Michelangelo Jr. High School	260	260
*63.	"	Roslindale Evening High School	55	55
64.	Chelsea	Senior High School	55	55
*65.	Fitchburg	High School	e57	57
66.	Framingham	High School	33	33
*67.	Franklin	High School	86	77
68.	Medford	High School	106	105
69.	"	Medford Evening High School	25	25
70.	Milford	High School	205	205
71.	Revere	Central Jr. High School	148	148
72.	Somerville	High School	211	e211
73.	"	Somerville Evening High School	28	28
74.	"	Northeastern Jr. High School	178	178
75.	"	Southern Jr. High School	110	110

MICHIGAN			1938 TERM ENDING January	June
76.	Detroit	Eastern High School	47	50
77.	"	Eastern Evening High School	21	

NEW JERSEY

78.	Atlantic City	Senior High School	57	57
79.	" "	Evening High School	110	110
80.	Bayonne	Senior High School	55	61
81.	Bloomfield	High School	46	55
82.	Cliffside Park	Jr.-Sr. High School	42	42
*83.	East Orange	Vernon L. Davey Jr. High School	54	54
84.	Elizabeth	Battin High School (Girls)	77	77
85.	"	Jefferson High School (Boys)		
86.	Garfield	High School	71	108
87.	Hackensack	High School	22	22
88.	Jersey City	Accredited Evening High School	68	68
89.	" "	Dickinson High School	232	213
90.	" "	James J. Ferris High School	195	207
91.	Jersey City	Lincoln High School	219	e219
92.	" "	Henry Snyder High School	209	197
93.	Lodi	Thomas Jefferson High School	133	116
94.	Montclair	Senior High School	123	123
*95.	"	Evening High School		20
96.	"	Glenfield Jr. High School	72	72
97.	Newark	Barringer High School	446	504
98.	"	Barringer Evening High School	49	46
99.	"	Central High School	354	e354
100.	"	East Side High School	132	130
101.	"	West Side High School	218	e215
102.	Orange	High School	130	125
103.	Passaic	High School	141	130
104.	Paterson	Central High School	268	e268
105.	"	Central Evening High School	52	45
196.	"	East Side High School	360	326
107.	Penn's Grove	Regional High School	82	37

NEW JERSEY—(*Cont.*)

			1938 TERM ENDING	
			January	June
108.	Ramsey	Don Bosco High School	2	2
109.	Trenton	Central High School	87	87
*110.	"	Central Evening High School	28	28
111.	Union City	Emerson High School	269	318
112.	Vineland	High School	124	100
113.	West New York	Memorial High School	137	127

NEW YORK

114.	Albany	Philip Schuyler High School	48	50
115.	Ardsley	High School	51	51
116.	Auburn	Senior High School	113	109
*117.	Binghamton	Central Evening High School		87
118.	Buffalo	Grover Cleveland High School	116	118
119.	"	Hutchinson Central High School	e115	115
120.	Canastota	High School	65	65
121.	Dobbs Ferry	High School	22	22
122.	Dunkirk	High School	17	17
*123.	Elmira	High School	52	52
124.	Endicott	Union-Endicott High School	118	133
125.	Floral Park	Sewanhaka High School	51	49
126.	Harrison	High School	32	32
*127.	Lawrence	High School	54	47
128.	Mamaroneck	Senior High School	18	17
*129.	Marlborough	Central High School	13	10
*130.	Mount Vernon	A. B. Davis High School	44	48
*131.	Newburgh	Free Academy	35	57
*132.	"	Evening High School		45
133.	New Rochelle	Senior High School	125	108
134.	" "	Salesian High School	32	26
135.	New York	Bay Ridge Evening High School	113	107
136.	" "	Bryant High School	347	323
137.	" "	Bushwick High School	251	e251
138.	" "	Central Evening High School	81	85
139.	" "	Evander Childs High School	983	1018

New York—(*Cont.*)

				1938 TERM ENDING	
				January	June
140.	"	"	Grover Cleveland High School	186	232
141.	"	"	De Witt Clinton High School	470	469
142.	"	"	Curtis High School	248	229
143.	"	"	Eastern District Evening H. S.	88	101
144.	"	"	Benjamin Franklin High School	612	567
145.	"	"	Alexander Hamilton High School	85	98
146.	"	"	Immaculata High School	163	163
147.	"	"	Washington Irving High School	666	696
148.	"	"	Washington Irving Evening H. S.	276	433
149.	"	"	Jamaica Evening High School	30	45
150.	"	"	Abraham Lincoln High School	516	501
151.	"	"	Manual Training High School	342	365
152.	"	"	James Monroe High School	151	170
153.	"	"	Morris High School	112	129
154.	"	"	Morris Evening High School	55	65
155.	"	"	New Dorp High School	108	143
156.	"	"	New Utrecht High School	1337	1433
157.	"	"	New Utrecht Evening H. S.	165	178
158.	"	"	New York Evening High School	56	88
159.	"	"	Newtown High School	550	572
160.	"	"	Julia Richman High School	182	154
161.	"	"	Theodore Roosevelt High School	720	715
162.	"	"	Theodore Roosevelt Evening H.S.	181	153
163.	"	"	Seward Park High School	313	309
164.	"	"	Stuyvesant High School	112	176
165.	"	"	Textile High School	207	237
*166.	"	"	Textile Evening High School	110	51
167.	"	"	Tilden High School	120	142
168.	"	"	Wadleigh High School	231	220
169.	"	"	Music & Art High School	93	109
170.	"	"	Jr. H. School, P.S. 37, Bronx	126	e126
*171.	"	"	" " " " 44, "	58	101
172.	"	"	" " " " 45, "	896	904
173.	"	"	" " " " 57, "	283	301

NEW YORK—(*Cont.*)

			1938 TERM ENDING January	 June
174.	" "	Jr. H. School, P.S. 98 Bronx	17	
*175.	" "	Olinville Jr. High School	240	365
176.	" "	Jr. H. School, P.S. 6, Brooklyn	117	e117
177.	" "	" " " " 29, "	163	312
178.	" "	" " " " 73, "	171	264
179.	" "	" " " " 227, "	953	873
180.	" "	" " " " 228, "	606	567
181.	" "	" " " " 3, Manhattan	155	143
182.	" "	" " " " 65, "	95	100
183.	" "	" " " " 83, "	739	703
184.	" "	" " " " 95, "	113	109
*185.	" "	" " " " 99, "		47
186.	" "	" " " " 159, "	309	295
187.	" "	" " " " 16, Queens	296	390
188.	" "	The Finch School	13	13
189.	" "	Miss Hewitt's Classes	12	12
190.	" "	The Spence School	15	15
191.	North Tarrytown	High School	40	38
192.	Oneida	" "	27	27
193.	Ossining	" "	81	77
194.	Peekskill	" "	70	132
195.	Pleasantville	" "	68	67
196.	Port Chester	Senior High School	223	236
*197.	Poughkeepsie	High School	42	40
198.	Rochester	Aquinas Institute	82	82
199.	"	East High School	271	249
200.	"	East Evening High School	65	110
201.	"	Benjamin Franklin High School	238	215
202.	"	Jefferson High School	169	120
203.	"	Washington High School	128	133
204.	Seneca Falls	Free Academy	106	130
205.	Seneca Falls	Mynderse Academy	37	36
*206.	Syracuse	North High School		98
*207.	Tuckahoe	Eastchester High School	51	51
208.	"	High School	25	25

NEW YORK—(Cont.)

			1938 TERM ENDING January	June
209.	Utica	Thomas R. Proctor High School	275	350
*210.	White Plains	Greenburgh High School		20
211.	» »	High School	65	85
212.	Yonkers	» »	81	72
213.	»	School for Adult Education	68	59

OHIO

			January	June
214.	Cleveland	Collinwood High School	39	52
215.	»	East High School	20	20
216.	»	Extension High School	e45	45
217.	»	Institute of Music	25	25
*218.	»	John Hay Senior High School		30
219.	»	Murray Hill JrJ. High School	76	33
220.	Youngstown	East High School	108	68

PENNSYLVANIA

			January	June
221.	Dunmore	High School	50	42
222.	Erie	Strong Vincent Sr. High School	102	72
223.	»	Roosevelt Jr. High School	71	37
*224.	Hazelton	Senior High School	136	130
225.	Johnstown	» » »	71	63
226.	Philadelphia	So. Phila. High School for Boys	611	520
227.	»	So. Phila. High School for Girls	754	681
228.	»	So. Phila. Evening High School	194	194
229.	»	Bartlett Jr. High School	207	264
*230.	»	Furness Jr. High School		253
231.	»	Vare Jr. High School	109	e109
232.	Pittsburgh	Allegheny Evening High School	20	e20
233.	»	Langley Evening High School	15	15
234.	»	Fifth Avenue Evening H. S.	14	15
235.	»	Peabody Evening High School	18	14
236.	»	Taylor-Allderdice Evening H. S.	20	e20
237.	»	Westinghouse Evening H. S.	50	15
238.	»	Westinghouse High School	120	153

RHODE ISLAND			1938 TERM ENDING	
			January	June
239.	Bristol	Colt Memorial High School	38	38
240.	"	Colt Memorial Evening H. S.	25	24
241.	Cranston	Senior High School	138	156
242.	"	Hugh B. Bain Jr. High School	140	143
243.	Newport	Rogers High School	52	52
244.	Pawpucket	Senior High School	62	60
245.	Providence	Central High School	377	434
246.	"	Samuel W. Bridgham Jr. H. S.	154	206
247.	"	Esek Hopkins Jr. High School	64	83
248.	"	Oliver H. Perry Jr. High School	76	68
249.	"	George J. West Jr. High School	140	154
*250.	"	Holy Ghost Jr. High School		95
251.	Woonsocket	Jr.-Sr. High School	146	65

TEXAS

252.	Galveston	Ball High School	5	e5

WASHINGTON

253.	Seattle	The Cornish School	6	6

WEST VIRGINIA

254.	Morgantown	High School	43	e43
255.	"	St. Francis de Sales H. S.	30	60

WISCONSIN

256.	Kenosha	Senior High School	102	98
257.	Milwaukee	Lincoln High School	326	328

2. ELEMENTARY SCHOOLS

(including private and religious schools)

The teaching of the ancient and modern languages to classes of children is, needless to say, centuries old. In the early nineteenth century instruction was customarily carried on in the overlapping school type that then prevailed in this country, a combination of primary and secondary education in a single institution.

The private schools exclusively devoted to young children seem, on the other hand, to have been relatively few. One of the first to come to our notice is a " School for Young Children " opened in Savannah, Georgia in 1827 by a Mrs. McGwire, a graduate of one of the New York academies, who offered to teach French, Italian and Spanish at night.[4] Obviously, at this time teaching at the primary level was hampered by the lack of printed texts which, if used at all, were for the most part imported from England. It was to remedy this deficiency in Italian that Pietro Bachi prepared *The Rudiments of the Italian Language, or Easy Lessons in Spelling and Reading, with an Abridgment of the Grammar. Adapted to the capacity of Children* (1828), as well as a companion reader, *Barbauld's Hymns for Children in Italian, Being a Sequel to the Easy Lessons in Reading*. In 1841 a new edition of the *Easy Lessons* ..." revised and improved " and a reprinting of the Barbauld *Hymns* "... were brought out by James Monroe and Co. of Boston. The very fact that Bachi prepared the texts is a certain sign of a growing demand, at least in New England, for this kind of instruction.

There were a number of " immigrant " schools where children could also study the language. Two were organized in 1842 in Boston and New York by the Giovine Italia group.[5] Another was already operating in 1855 at Five Points, near Mulberry St. in New York City.[6] As the influx of immigration increased, more and more of them were established in the so-called Italian Colonies stretching from New York to San Francisco and from Duluth to New Orleans. Many were sponsored and supported by local Italian Mutual Benefit Societies.[7] To cite a concrete case, in 1941, on the occasion of its seventy-fifth anniversary, the Società Unione e Fratellanza of St. Louis published a *Historical Review* containing an article on " Establishing the First Italian School in St. Louis," which informs us that in 1869 the Society sponsored a school for the teaching of the Italian language to the children of members and other interested persons.[8] Though the enterprise lasted less than a year, no doubt more long lasting results came from similar projects elsewhere.

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[4] See H.S. Bowden. *Two Hundred Years of Education...* op. cit.

[5] Noted by J. Rossi. *The Image of America in Mazzini's Writings* (Madison, Wis., 1954, 25).

[6] See *L'Eco d'Italia*. Dec. 6, 1869.

Naturally, numerous parochial elementary schools have provided facilities for learning the language. One very early instance that is worth noting is recorded by Lewis Joseph Sherrill in his *Presbyterian Parochial Schools* (New Haven, 1922). A " Table " on their curriculum based on twenty-nine schools operating between 1846 and 1849, brings out that Latin was taught in three, Greek in two and German, Italian and Spanish in one. For lack of other data we move to 1934, when there were 263 Catholic and Protestant religious schools teaching Italian according to Bruno Roselli in his *Italian Yesterday and Today* (Boston, 1935, 54-55), most of them presumably at the grade school level. In a Modern Language Association survey, " Foreign Languages in the Elementary Schools in the United States, 1959-1960," Marjorie Breuning records that there were 4,075 children enrolled in Italian in Catholic parochial schools. From the useful and informative *Bulletin* of the Italian Culture Council, Vol. I, No. 10, March 1966, edited by its coordinator, Elvira Adorno, it has been interesting to learn that the teachers of the Filippini order are currently teaching the language in some forty of their elementary schools in New Jersey—Maywood, Montclair, Peapeck, Trenton, Newark, Hammonton and other towns. They have prepared a *Primary Grades Manual* for kindergartners and first and second graders, with poems, songs, and illustrations and a *Teacher's Manual for the Introduction to Italian*, Grade 3, divided into lessons plans, songs, vocabulary and line drawings. Copies are obtainable from Sister Margherita Marchione, Villa Walsh, Morristown, N.J.[9] In Massachusetts there are at least five religious schools—Leominster, Fitchburg, Worcester, Holyoke and Pittsfield—that are currently teaching Italian at the elementary level.

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[7] See *L'Eco d'Italia,* Feb. 19, 1869.

[8] The brochure is in the St. Louis Public Library.

However, with reference to the study of Italian in the parochial grade schools, it should be noted that it has been far less developed than expected, particularly at the immigrant stage. Nathan Glazer, in his chapter on " The Process and Problems of Language-Maintenance: an Integrated View " (in *Language Loyalty in the United States*, edited by Joshua A. Fishman London—The Hague—Paris, 1966 p. 364), explains why: " Religion has an equally complex relationship to language-maintenance. One of the most interesting generalizations one can draw from this series of studies on the experiences of many different ethnic groups in the United States is that the Catholic Church became indifferent or opposed to the language maintenance efforts of immigrant groups within its fold. Thus, among the Germans, it was the Lutheran churches rather than the Catholic that were most concerned with maintaining German schools. The French had to fight consistently against the Irish-American hierarchy in order to maintain their French-language schools and French-language parishes. The Ukrainians encountered the same difficulties. Nor was the Roman Catholic hierarchy much friendlier to Italian, Hungarian, Polish, or any other language-maintenance efforts. But if the Roman Catholic hierarchy in America generally played a grudging and unwilling role in helping foreign languages, the situation was, of course, quite different where the groups were able to maintain their own distinct parishes, with priests stemming from the language group itself. The French Canadians were most successful in doing so, and some of their parishes became strong supporters of language-maintenance efforts."

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[9] Other texts that are available are the following: Prof. Italo L. Ponterotto: *A Guide for Teachers of Italian in the Elementary Schools* (New York, 1959); *Italian Units. Term 1 and 2* put out by the School District of Philadelphia; *Italian Teaching Guide for the 7th Year* (1960) and a more thorough text, *Italian in the Elementary Schools. Bulletin* No. 9, 1965-66, both issued by the New York City Board of Education, which includes units for the first three years starting with grade four. It has been prepared by Teresa di Rayata, Clelia C. Belfrom, Lillian M. Gillers, Josephine Morabito and others. *The Italian for Children Hear Speak Records*, a picture manual with translations put out by Ottenheimer in Baltimore is serviceable. Though much more needs to be done, a good beginning has already been made.

In the large metropolitan communities a third type of private elementary school established by Italo-Americans has likewise been in existence for a long time. For example, on April 16, 1873, *L'Eco d'Italia* carried the following advertisement: " Scuola Privata Italiana: I genitori che amassero far istruire i loro fanciulli nella bella lingua italiana possono indirizzarsi alla Signora Angela Scotti, al N. 61, South Fifth Avenue " (New York).

There was some sporadic teaching of Italian in the public grade schools as early as 1855. On this point we have one piece of evidence in *The Fifth Annual Report of the Superintendent of Public Instruction of the State of California,* dated January 17, 1856, which contains an " Appendix A " with a list of textbooks " recommended to be used in the public schools of this state." However, no texts are listed under the heading " French, Italian, Spanish and German " but instead there is a note (p. 16) indicating that their choice was to be " at the discretion of the teachers." There follows a parenthesized remark " (Recent publications offer great improvements upon the past)," which is somewhat ambiguous, but it can be interpreted as meaning that various inadequate texts had been in use in the state for several years. There is reason to believe that those who studied Italian were for the most part young children of Italian immigrants and that this took place very likely in the heavy Italian settlements in the San Francisco area. More than a half century later we find that in Milwaukee, Wisconsin, it was studied by 770 children in 1913 and that by 1917 the figure had risen to 900. German and Polish were the other foreign languages taught. However, the strong feeling of nationalism generated by World War I soon put an end to the movement in the Wisconsin city.[10] Until very recently there has been no mention of foreign languages below the high school in the Boston School Committee *Reports* after their discontinuance in 1897. However, in 1916 a syllabus in Italian was issued for the intermediate classes or junior high school which presumably marks the date of its introduction.[11] In 1928 the language was re-introduced in two public elementary schools in San Francisco.[12] The meagreness of further data makes it clear that Italian had an extremely limited place in the public grade school curriculum at the time, which is also true of the other foreign languages. Nevertheless, there was sufficient demand for it in the Cleveland area in 1941 to call for the establishment of a Summer School of Italian at Western Reserve University for youngsters six years of age and older. This featured a Demonstration School in Italian conducted entirely in that language according to the " Cleveland Plan " inaugurated by Émile de Sauzé.

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On May 3, 1952 the then United States Commissioner of Education, Earl J. McGrath, who had recently become a pro-language convert, stated publicly at a meeting of the Central States Modern Language Association in St. Louis: " For some years I unwisely took the position that a foreign language did not constitute an indispensable element in the general educational program. This position, I am happy to say, I have reversed. I have now seen the light and I consider foreign languages a very important element in general education... Only through the ability to use another language even modestly can one really become conscious of the full meaning of being a member of another nationality or cultural group. It is in our national interest to give as many of our citizens as possible the opportunity to gain these cultural insights... Educators from the elementary school to the top levels of the university system ought to give immediate attention to this matter." In January

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[10] See Bagster-Collins, op. cit. 25-26.

[11] Cf. Bagster-Collins, op. cit. 24.

[12] Noted in the *Italian Teachers' Association Report* for 1928-29.

1953 he himself took the introductory step by calling a national conference on FLES (Foreign Languages in the Elementary Schools). Soon thereafter FLES programs became a reality and have since enjoyed a success that is literally phenomenal. Italian, unfortunately, has neither shared nor has it been allowed to share in the benefits so generously reaped by the *big two* in this field, Spanish and French.

In 1959-60 seven years after FLES was put into operation Italian had an enrollment of 1,188 concentrated in seven states: California, Colorado, Connecticut, Illinois, Michigan, New York and Washington. Out of this number California had 513, more than one half of them in the Paramount Unified School District. That this flourishing program ceased to exist abruptly at Paramount after the premature death in 1964 of its gifted and energetic director, the late Martin Paes, shows the importance of strong leaders in our struggle for existence in this sector. The fact that Mr. Paes left behind him a staff of four acceptably trained teachers casts considerable doubt on the explanation given by the local Administrative Assistant in Educational Services when he discontinued the program on account of « lack of qualified teachers.»[13] The loss has been partially made up by the introduction of an Italian FLES program in three of the New York City grade schools in 1963, a number that has now risen to seven out of a total of 123 FLES schools giving instruction. Again it should be stated for the record that the language had been excluded in the original experimental program but was included only after the strongest pressure on the part of the Federation of Italian American Democratic Organization.[14] In contrast to the poor showing in New York City, where, incidentally, two other great major languages, German and Russian, are completely absent from the program, it is gratifying to note that in the nearby town of Hicksville the study of Italian is flourishing in the public elementary schools. It is taught there in 24 classes in 11 schools with a total enrollment of 386 students.

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[13] A doubt further heightened by a letter dated Jan. 18, 1963, which Mr. Paes wrote to Mr. Fuszard, the administrative assistant. A copy is in my files.

[14] Cf. *FIADO Newsletter*, Feb. 1963.

But let us for a moment look at the FLES enrollments for 1959-60, in order to see the relation which the one for Italian has when compared with the other four major European languages. These are the figures given by Miss Breunig in the *Report* that has been cited above.

Spanish	485,825
French	184,651
German	17,535
Russian	1,384
Italian	1,188

In view of the startling and extremely disturbing disproportions that the figures show, it is legitimate to raise the question: Do American parents really exercise their personal choices as to the language their grade-school children study? In the majority of instances obviously only if the choice coincides with the language or languages which the school or district administrators designate, who as in the case of the high schools, are the virtual dictators of their respective curricula. The prevailing practice has been to set up schools or zones for a single language, usually Spanish or French, an arbitrary ruling which has already forced thousands of pro-French parents to accept Spanish as the course to be pursued by their children as well as thousands of pro-Spanish parents to accept French.[15] Where two languages are offered it goes without saying that they are apt to be the above mentioned two, likewise ordinarily designated by administrators. As to the other three great major languages—German, Italian and Russian, they are, for the most part, artificially squeezed out. There are, course, administrators

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[15] Among the concrete examples that can be cited are the two large suburban centers in the Greater Chicago area, Des Plaines, where Spanish has been designated as the one language available in the city, and Park Ridge, where French is the " preferred " language. The caption of a letter by a " Teacher " in the *Chicago Daily News* for Mar. 30, 1965, " One-Language Schools Feared," epitomizes the writer's concern on this subject.

who are not against their being taught, but their hands are tied by the unavailability of any qualified instructors in these languages whereas trained teachers of Spanish and French are easily obtainable. In other words, it is not the desire of large segments of a community that often determines the language or languages to be taught but the supply of instructors who happen to be on the spot at the moment.

What happens when Spanish and French students go to a high school we do not fully know as yet, but one of two things is bound to occur. Either the majority continue their grade-school language as they are expected to do, which will have the effect of causing enrollments in German, Italian and Russian to drop drastically and eventually be eliminated in whole sections of the United States save in our colleges, or, should a sufficiently heavy percentage elect to begin German or Italian or Russian in high school, or even shift from French to Spanish or vice versa, then the FLES program must be labelled a colossal failure and consequently result in a terrific waste of the tax-payers' money.

Since the grade-school population is so vast and the problems of implementing the program many and complicated, it is extremely doubtful that it will ever become a universally integrated part of the pre-high school curriculum. Nevertheless, the situation that has already developed is serious enough to call for a quick and determined move to bring about some sort of equilibrium. Rather than wait for " grass-roots " movements to develop, which are always difficult to organize among the loosely-welded residents of individual school districts even if administrators are favorably disposed, the soundest procedure would be for the directors of FLES to take the initiative immediately in establishing special institutes in those localities where there is a genuine desire among parents to have their children study German, Italian or Russian rather than French or Spanish.

CHAPTER VIII

MISCELLANEA

1. THE AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN

At the Modern Language Association convention held at Iowa City in 1921, the first discussions were held in the course of the meetings of Italian I and II on the feasibility of organizing teachers of Italian for the purpose of achieving efficient cooperation in developing the study of Italian. A planning committee was appointed consisting of Professors Goggio (Toronto), Cavicchi (Brown), Agnes Ridell (Wheaton) and Altrocchi (Chicago). At the MLA Convention in Philadelphia in 1922 organization of the proposed association was further discussed and a new and enlarged committee was appointed to report at the 1923 meeting in Ann Arbor. This committee consisted of Professors Grandgent (Harvard), Shaw (Toronto), Roselli (Vassar), Ridell (Wheaton), Wilkins (Chicago), with Professor McKenzie, then at the University of Illinois, as chairman. It drew up a tentative constitution for the society which was carefully discussed at the gathering. Professor McKenzie became its first president, Wilkins and Shaw vice-presidents, Altrocchi secretary-treasurer and editor of the *Bulletin of the American Association of Teachers of Italian.* Roselli, De Salvio (Northwestern), Vaughan (California) were named councillors, Lipari (Wisconsin) and Phelps (Minnesota) consulting Editors. Professor Grandgent was named Honorary President. The organization started with 99 nembers, 74 active and 23 associate, the difference consisting in the fact that the active nembers were teachers of the language while the associate members were not teachers of Italian but otherwise interested in it. Our new constitution, adopted in 1958 during the presidency of Prof. A.T. MacAllister, incidentally, no longer makes this distinction. It also provides for the creation of chapters of which there are now ten: Detroit, Chicago, ITA

(New York), Long Island (New York), New England, New Jersey, Philadelphia, Northeastern Ohio, Northern California, Pacific Northwest, Southeastern states.

Membership has grown from 99 to approximately 1500.

The organ of the Association, re-named *Italica* in 1926, has had as its editors Rudolph Altrocchi, 1924-28, N. D. Austin,[1] 1928-33, John Van Horne, 1933-42 and Joseph G. Fucilla since 1943. It started as a *notiziario* of twelve pages and has gradually expanded as membership and subscribers have increased to more than 100 pages per issue. One of the valuable features it contains is the quarterly analytical bibliography which, over the years, has been prepared by J. E. Shaw, J. G. Fucilla, C. S. Singleton, Vincent Luciani (AATI President 1953) Armand L. De Gaetano (AATI President, 1966-68), and is presently in the hands of Beatrice Corrigan and Julius Molinaro. The periodical has sought to keep its scholarly standards high and has had at various times among its contributors teaching in the American universities such eminent colleagues as J.E. Shaw, McKenzie, Spitzer, Hatzfeld, Kristeller, Ulrich Leo and Wilkins. Some of the distinguished foreign scholars who have also been contributors are Momigliano, Migliorini, Giuseppe Toffanin, Emilio Santini, Natali, Ettore Allodoli. The secretary—treasurers upon whose shoulders most of the hard work in the organization has fallen have been Hilda Norman, Angelo Lipari, Luigi Passarelli, Domenico Vittorini, Camillo P. Merlino, Elton Hocking, Joseph Rossi, Alfred Galpin, Norma Fornaciari and Herbert Golden. Ernest Falbo is the current secretary treasurer.

The AATI is now solidly established and is already a vital force in the propagation of Italian culture in this country.

2. THE ITALIAN TEACHERS' ASSOCIATION

In view of its existence as an independent organization for a number of years and its important role in the teaching of

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[1] Professor Austin also deserves to be remembered for his valuable lexicographical studies on the *Divine Comedy*. He taught at Princeton

Italian in our schools in the twenties and thirties, a few words on the Italian Teachers' Association are apropos here.

It began to function in New York City in 1912, but temporarily halted its activities with the outbreak of World Was I. The group was re-activated in 1921 and adopted a constitution with a two-fold aim: 1) To encourage the teaching of Italian and 2) To encourage solidarity among teachers of the Italian language and Americans of Italian extraction engaged in the teaching profession. Professor Mario E. Cosenza, later Dean of Brooklyn College, was elected President, and Dr. Leonard Covello, first head of the Italian Department at De Witt Clinton High School and later Principal of the Benjamin Franklin High School, Vice-President. Both of them were retained in these offices for some twenty-five years.

In 1922 the ITA was successful in securing from the New York Board of Education the same parity for Italian that had been enjoyed by French, German and Spanish, thus paving the way for the rapid introduction of the language in many of the New York City and many other high schools.[2]

Until 1938-39 the Association published *Annual Reports* dealing with useful information on the study of Italian and on Italian culture. With the *Third Annual Report* (1923-24), the yearly list of high schools and colleges in the New York metropolitan area and the State of New York was extended to include other institutions in all parts of the United States, and gradually grew to the point of presenting a virtually complete picture of the country-wide enrollment in Italian from year to year. As the only faithful record we have on the status of the language from 1923 to 1939 the value of the lists is inestimable. The ITA is now a chapter of the American Association of Teachers of Italian.

(1901-06), Amherst (1908-09), Johns Hopkins (1910-11), University of Michigan (1911-20), and at the University of Southern California (1920-45). See *Italica*, XXI (Sept. 1946), 129-35, for a biographical sketch on him and a bibliography of his writings. This issue was dedicated to him.

[2] See also the chapter on the Public Schools.

3. THE MODERN LANGUAGE ASSOCIATION

The story of the Modern Language Association can be read in William Riley Parker's " The MLA 1883-1953 " (*PMLA*, LXVIII, 1953, pt. 2, 3-39) and in George Winchester Stone's " The Beginning, Development and Impact of the MLA as a Learned Society, 1883-1958 " (*PMLA*, LXXIII, 1958, No. 5, Pt. 2, 23-44). We, therefore, need not go into this subject in any detail.

Its founder was A. Marshall Elliott of The Johns Hopkins University. The first meeting was held at Columbia University in 1883. The official organ of the group which appeared in 1885, was called *The Transactions of the Modern Language Association,* but commencing with the fourth volume it assumed the name of *The Publications of the Modern Language Association* (*PMLA*).

In the early years the organization took a keen interest in pedagogical problems and a " Pedagogical Section " was regularly a part of its program until 1903. By 1911 the advancement of research had already become the Association's predominant objective and this was made official in 1927 by changing the original statement of purpose, " the advancement of the study of modern languages and their literatures," to " the advancement of research " in these fields.

As those who have gone through the files of the *PMLA* well know, initially the Modern Language Program was not divided into groups and sections as it is now. Instead there were sessions which varied in number from year to year and naturally increased with the growth of the Association. With few exceptions the papers of each of the sessions were miscellaneous in character. Those dealing with Italian were not infrequent, but, in accordance with the trend of the time they concerned for the most part the older writers and linguistics. The first paper to be delivered on an Italian subject was given at the 1887 meeting at Philadelphia by A. Marshall Elliott on " The Earliest Works on Italian Grammar and Lexicography Published in England." Publication of studies in Italian started with Volume IV, 1889, which contains three of them, still the largest number to appear in any one year. They are " Dante's *Paradiso*:

Cantos XXIV-XXVI," by Edward E. Walter of the University of Michigan, "Italo-Keltisches" by Richard Otto, Ph.D from Munich, and "Italian Poetry and Patriotism at the Beginning of the Nineteenth Century" by Frederick N. Page of the University of the South, Sewanee, Tenn.

In 1900 the annual MLA meetings split into an Eastern and Central Division and up to 1911 met at Union Meetings only twice. Union and Sectional Meetings alternated till 1923 after which the Association has met as one unit.

Partition of the languages into English, German and Romance Sessions prevailed from 1904 until 1921, when the Romance Language Session was divided into the present French, Italian and Spanish groups. Plans to bisect Italian into Group I (Medieval-Renaissance) and Group II (Modern Italian Literature) were set in motion in 1921 at the Eastern Division meeting in Baltimore and the Central Division meeting at Iowa City where both groups met in continuous session. They kept meeting in continuous session in 1922, 1923 and 1924, when it was realized that there was too much compression, only one hour being allowed for both. Hence more time was requested. However, the request was ignored until 1936 when, at the Richmond-Williamsburg convention, our two groups appeared scheduled separately and they have remained separate ever since. Outside these groups papers dealing with Italian have been offered frequently in the Mediaeval and Comparative Literature IV (Renaissance) Sections, and occasionally in the Romance and other Sections.

AATI members who have been Presidents of the MLA are C.R. Grandgent (1912), Edward C. Armstrong (1918-19), Milton A. Buchanan (1932), Ernest H. Wilkins (1942), Hayward Keniston (1953) and Morris Bishop (1964).

For teachers of Italian the two most important practical contributions of the Association are 1) the Italian section of its annual International Bibliography (1957) whose hundreds of titles, approximately 2,000 in the May 1966 *PMLA,* have served to keep scholars thoroughly posted on the most recent books and articles that have appeared in the field of literature and linguistics and 2) the MLA Materials Center. This branch publishes a catalog of publications of interest to teachers of Modern Foreign Languages which lists brochures available on the numerous and varied projects undertaken through the sponsorship of the MLA Foreign Language Program—Teacher Preparation, Teaching Techniques, Linguistics, The Elementary School, Language Laboratories, Literature, NEC Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages, etc. In 1961 the Center published an *MLA Selective List of Materials For Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools* and a *Supplement* for French and Italian in 1964. In 1961 the Chairman for Italian was Elvira Adorno of the John Adams H.S., Ozone Park, N.Y., and in 1964 the General Chairman was Prof. Olga Ragusa of Columbia. With the assistance of a corps of experts they have supplied elementary and high school teachers with valuable evaluations of materials in the following classifications: Basic Texts, Books of Culture & Civilization, Books of Songs, Conversation Books, Dictionaries, Discs & Tapes: Cultural, Discs & Tapes: Language, Elementary Readers, Integrated Programs, Literary Texts, Periodicals, Supplementary Materials, Teachers Course Guides. The Center is also responsible for a series of integrated program language texts, the A-LM, which are now extensively used in our high schools. Available in Italian are *Level One* and *Level Two*. The material consists of a student text, teaching tests, practice record set, class-room/laboratory record set, classroom/laboratory tape set, teacher's manual and teacher's desk materials. " This total program approaches language study through authentic speech and structural pattern drills which provide a basis for later development of reading and writing skills " (*Supplement*, loc. cit., 51).

4. THE NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS' ASSOCIATION

Quite belatedly, in 1914, it was realized that there was a need for a journal exclusively devoted to modern language teaching and for a national organization composed of teachers at the school and college levels. This gave rise to the National Federation of Modern Language Teachers' Associations. From time to time group of organized teachers have joined it as constituent associations, which presently include The American Association of Teachers of French, The American Association of Teachers of German, The American Association of Teachers of Italian, The American Association of Teachers of Slavic and Eastern European Languages, The American Association of Teachers of Spanish and Portuguese, as well as a number of regional and state language associations. Since 1914 both state and regional meetings have annually taken place under its auspices.

E. W. Bagster-Collins, the first editor of the *Journal,* made the announcement in Volume I, 117, that « before all else it intends to help the secondary school teaching of modern languages," which has remained the major aim of the periodical even though the articles are mostly written for and not by the secondary school group. Many have profited from the pedagogical data that has appeared in it, but rather than primarily through their own contributions the teachers of Italian have benefited mostly indirectly through those on the sister languages. This is because virtually all the college teachers are interested in its literature, while most of those in the high schools, like their fellow-teachers in other languages, have tended to accept the tools and methods on hand as worked out by their linguistically and pedagogically-inclined college colleagues, rather than to carry on original experiments of their own. With the Modern Language Association and the Office of Education entering the field of methodological research individual initiative along these lines has, unfortunately, come almost to a stand-still in all the modern foreign languages.

Five members of the AATI have served as editors of the *Modern Language Journal*—J.P. Wickersham Crawford, Henry Grattan Doyle, Camillo P. Merlino, Julio del Toro and Robert F. Roeming. Four of our Association members have held the presidency of the Federation—J.P.W. Crawford, Ferdinand F. Di Bartolo, Julio del Toro, and Norma V. Fornaciari. The president for 1967 is Ernest S. Falbo.

In 1958 the NFMLTA inaugurated a Modern Foreign Language Teacher's Hall of Fame limited to forty living members. Upon the recipients, who are annually designated by the Executive Committee of the Federation, is conferred The National Foreign Language Achievement Award " In recognition of exceptional services in the study and teaching of modern foreign languages." Teachers of Italian who have received the award thus far are Ferdinando Ferraro Di Bartolo, formerly Director of Foreign Languages in the Buffalo Public High Schools, Vincenzo Cioffari, now Modern Language Editor for D.C. Heath and Co., Joseph G. Fucilla of Northwestern University, Camillo P. Merlino of Boston University, and the late Ernest H. Wilkins, former President of Oberlin College and former Dean of the Colleges and Professor of Romance Languages at the University of Chicago.

5. ITALIAN IN THE SCHOOLS OF MUSIC

Italian, the language of music, has naturally been the preferred modern language studied by American students interested in voice culture. It is indeed, to the music departments of our colleges and academies that it owes its introduction in quite a number of our schools.

Among the institutions of higher learning that function as independent music schools, one of the best known is the New England Conservatory (Boston). When Italian was first offered there in 1883, it was taught by M. B. Berlitz, founder of the Berlitz School. The catalog for that year informs us that " the method of instruction is what is known as the ' Berlitz method ' a system that has produced for the four years past, quite unparalleled results... Lessons will be given in small classes or privately. There will be special hours devoted to the study of elocution in the foreign languages, for those who learn to sing in these tongues. Lectures in German, French and Italian are delivered when the number of advanced students will warrant. It is also the purpose of the Director to have special tables in the dining-room reserved for conversation exclusively in French, German and Italian."

A few other prominent music schools that have introduced Italian early in their history and that still require it of their voice majors are the Boston Conservatory of Music, The California Institute of the Fine Arts (Los Angeles), The Eastman School of Music (Rochester, N.Y., The Juillard School of Music (New York), The Manhattan School of Music, The Peabody Conservatory of Music (Baltimore) and The San Francisco Conservatory of Music.

6. SPECIAL NON-CREDIT COURSES

There are probably several hundred schools and other organizations offering special adult non-credit courses in Italian throughout the United States—evening extension divisions in the colleges and in the high schools, YMCA's and YWCA's, civic centers. In 1965 the America-Italy Society in New York offered fourteen classes in Italian including classes in the fundamentals of the language, an Italian Conversation Circle and other courses, while the Fra Noi project of the Joint Civic Committee of Italian Americans in Chicago has had enrollments that have run to as high as five hundred. A large percentage of the participants look forward to a trip to Italy and the possibility of making their sojourn more pleasant and worthwhile through direct oral communication with its natives.

The television course in Italian, Ecco l'Italia, presented by the late Professor Norma V. Fornaciari over WTTW—Channel 11 in Chicago a few years ago, was a huge success [3] as have been radio courses conducted by Professor Luigi Borelli and several other teachers. Both television and radio instruction need to be exploited far more than they have until now.

The Istituto Italiano di Cultura has, incidentally, been active not only via radio but also as a sponsor of courses, public lectures, exhibits etc. Under the indefatigable and intelligent direction of Dr. Giuseppe Cardillo the Istituto has closely collaborated with the AATI and is making a most significant contribution to Italian culture in America.

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[3] This presentation was given the first place award by the Institute for Education by Radio Television.

7. COMMERCIAL LANGUAGE SCHOOLS

The Berlitz School of Languages has been far and away the most successful of all the commercial language institutes. It was started in 1878 by Maximilian D. Berlitz and is based on the method originally used by his French instructor Nicolas Joly. It consists of learning a foreign language as a baby learns its mother tongue simply by listening and repeating. " Since a baby learns to speak without the use of a second language, the Berlitz Method strictly forbids the use of the student's native tongue at any time, even in the very first lessons, and insists that teachers teach only their native languages. The new language is taught by pointing to objects and acting out verbs. A simple basic vocabulary is built up in this way and explanations of the more complicated words and rules are then made with this vocabulary." [4] Approximately one hundred lesson-hours are assumed to be required in order to learn a Western language.

In 1964 the school initiated a " total immersion program " with the first experiment conducted in Italian. Two students of the Montreal branch were taught the language under controlled medical supervision for a consecutive period of 45 hours, and were able to carry on a conversation in Italian with persons other than their professors at the end of this time. The experiment has been highly publicized and is described more fully elsewhere in the French-Canadian periodical *Perspectives*, No. 22, 8 août 1964, 1-4, 18-19.

The school's latest advertisements bring out that this high intensity language program has now been expanded into a ten-day course, given privately during the day and evening from Monday through Friday. Four instructors and a supervisor are provided, with the instructors changed every three hours. " Luncheon periods are taken with a teacher and the lessons continue through lunch. During certain review sessions, two instructors are used at the same time. An average beginner should acquire a vocabulary of approximately 3,600 words, the use of all major tenses and the ability to think in the language—better than 85% fluency. Language Proficiency Test is required to qualify for T[otal] I[mmersion] courses."

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[4] Taken from Robert Sellmer's article in *Life* for Feb. 24, 1947, p. 58. See also an article in *Modern Language Journal* by Gerhard C. Stieglitz, XXXIX (1955), 300-10.

Berlitz's enrollees in Italian have regularly held fourth rank after French, Spanish and German, with a total of 32,000 students in 1964 in this country.

Besides the Berlitz School there have been other commercial language schools primarily for adults that have operated at different times during the nineteenth century. One of the oldest was Dr. Comstock's Vocal Gymnasium and Polyglot Institute located in Philadelphia. Its announcement in *The North American and Daily Advertiser* (Philadelphia) for September 13, 1845 informs us that in addition to Italian the other languages then taught were French, Spanish, German, Modern Greek, Ancient Greek, Latin, Turkish and Armenian. An advertisement in the same paper for August 30, 1847 adds Gaelic, Hebrew and Hindustani. The Polyglot Institute for Instruction and Interpretation of Modern Languages of New York City stressed only French, Italian and Spanish (*New York Daily Tribune*, August 31, 1853). An Academy of Languages, No. 920 Broadway was already in business in 1860-61 and perhaps earlier. In an advertisement in the *New York Herald Tribune* for January 14, 1861 an F. Martinelli appears as its principal. Another old school is the Sauveur Summer School which opened at Amherst College in 1877. In the course of the next twenty-four years of its existence it moved from Amherst to Burlington, Vt., to Oswego, N.Y., to Burlington and back to Amherst. In addition to courses for adults it also provided courses for children. Italian was taught pretty consistently there from 1877 to 1900. Mr. Sauveur and his staff employed the "natural method," which is similar to the audio-visual method used today.

More exclusively for adults was the Cortina Academy of Languages established in New York, which flourished in the 1890's and during the early years of this century. It attracted wide attention through the use of the phonograph as a teaching tool. Still another school that was opened in New York around

1920, and which laid particular emphasis on the teaching of Italian, was the Sergio School of Languages. Mr. Sergio, the director of the school, prepared a *Logical Method to Learn the Italian Language* which he advertised as " The clearest and best Italian Conversational Grammar ever written " and described it as " A self-teaching book that leads students to think in the new language, learning its grammar the easiest way."

The list of schools could, of course, be extended, but we shall close with a reference to " A Survey of Language Schools Under Non-Academic Auspices, 1955-1961 " in *Reports and Studies in the Teaching of Modern Foreign Languages: 1959-61*, pp. 187-96. In her investigation Helen M. Mustard covers 93 self-supporting schools in ten major cities—Boston, Chicago, Cleveland, Detroit. Denver, Los Angeles, New Orleans, San Francisco, Seattle and Washington, D.C. She deals with schools ranging from very small one-man schools to institutions with large faculties including business schools. The courses offered are designed to teach languages to college students, business people, tourists, housewives, those intending to work abroad, etc. The survey shows that Italian stands next to French and Spanish in the total number of students.

There are also language correspondence schools such as the Hugo Language Institute, the Toussaint-Langenscheidt School, the Linguaphone Institute and the Cortina Schools of Languages, in all of which there has been a strong demand for Italian.

Those who wish to study Italian or to improve their knowledge of the language by themselves can do so by means of numerous phonograph records and tape recordings like Linguaphone Records, The Passport to Italian of the Columbia Modern Language Course, The Viewlex Sight and Sound Language Station etc. Berlitz deals with records, too, " kind of Soap Operas " Charles Berlitz calls them. They teach French, Spanish, Italian and German via simple little plots involving business, success, love and struggle. The Orfeo Importing Co., 350 S. Goodman St., Rochester, N.Y., and Goldsmith's Music Shop, Inc., 401 West 42nd St., New York, are ready to furnish an extensive variety of Italian records.

8. OPPORTUNITIES FOR THE STUDY OF ITALIAN IN ITALY

Foreign study programs are, of course, not new. In Italian, for example, Shorter College in Rome, Georgia, had already established a European Branch in Florence in 1908-09. The Smith College Junior Year Abroad Program has been in operation since 1931. At the University for Foreigners in Perugia there have been since 1922 hundreds of Americans who have availed themselves of the opportunity of studying Italian. For many years The Dante Alighieri Society in Rome has regularly been teaching courses for foreigners. The Chigiana Academy of Music at Siena and the Benedetto Marcello Conservatory at Venice, have included instruction in Italian for music students, while The Artists Workshop in Venice has done the same for Art students and there are others.

However, it is only within the past few years that yearlong or semester abroad study programs for Americans have enjoyed a wide popularity. Among those that are designed for study in Italy are The University of California Junior Year at Padua, The University of Colorado Perugia Center, Finch College Junior Year Abroad, The Gonzaga University Junior Year Abroad at Florence, The Indiana University at Bologna for graduate students, The Loyola University Roman Center, Michigan University at Florence, The Italian Studies Center of the Oregon State system of Higher Education at Pavia, The Pius XII Institute of Rosary College at Florence, Sarah Lawrence College Junior Year in Rome, Stanford Overseas Campus at Florence, Syracuse Semester Abroad at Florence, Tufts University at Naples, The Florida House in Florence sponsored by the University of Florida and Florida State University, and the Middlebury College Graduate School of Italian in Italy at Florence. Earlham College (Richmond, Ind.), with the collaboration of the Centro italiano, viaggi istruzione stranieri (CIVIS), has had a group of its students studying at Gargnano and Rome for a semester. Italian is not taught on the Earlham campus, but students regularly receive credit for courses taken in Italy.

The Summer School Abroad programs that have come to our notice are Classrooms Abroad in Florence, Gonzaga University and Rosary College Summer School in Florence, the Scuola Vicenza at Vicenza, and Italian universities providing summer study courses such as the University of Florence, Livorno, Pisa, Siena and the Catholic University of the Sacred Heart (Milan).

Finally, the Foreign Language League Schools of Europe, with headquarters in Salt Lake City, are planning for the summers of 1967, a six weeks training school for high school students to be held in Florence and Rome. It is too early to assess the effect of the new trend but there is no doubt but that it will increase interest in the study of Italian.

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